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School Board Journal

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In This Issue:

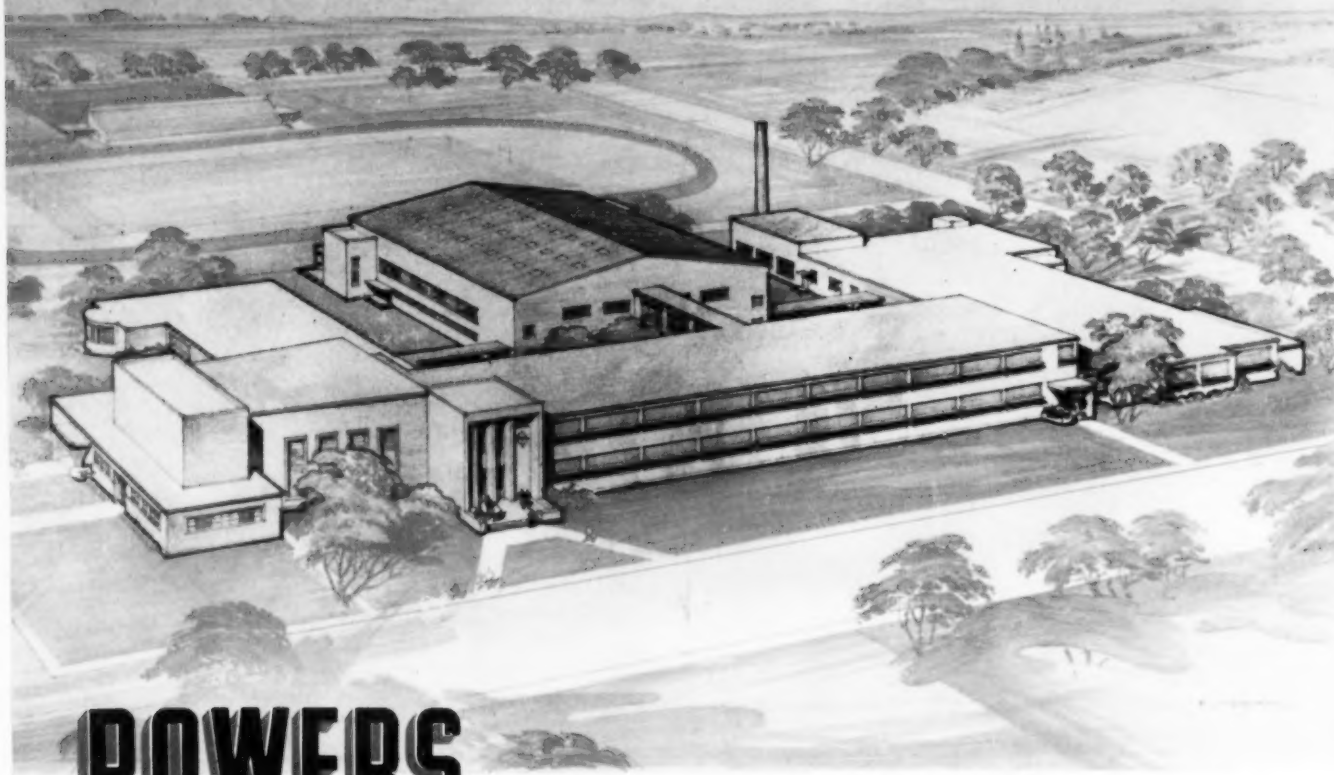
- ★ Television and the Schools—*Steetle*
- ★ Educational TV Channels Are Obtainable—*Exton*
- ★ The Courts Determine Local
School Board Operations in New Jersey—*Roach*
- ★ Local Control in a Rural School District—*Turner*
- ★ Midwest Conference of School Board
Leaders Sets Pattern for the Future—*Tuttle*



VOLUME 125, NUMBER 4

OCTOBER, 1952

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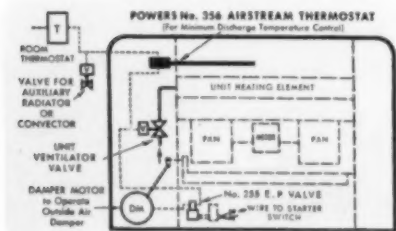
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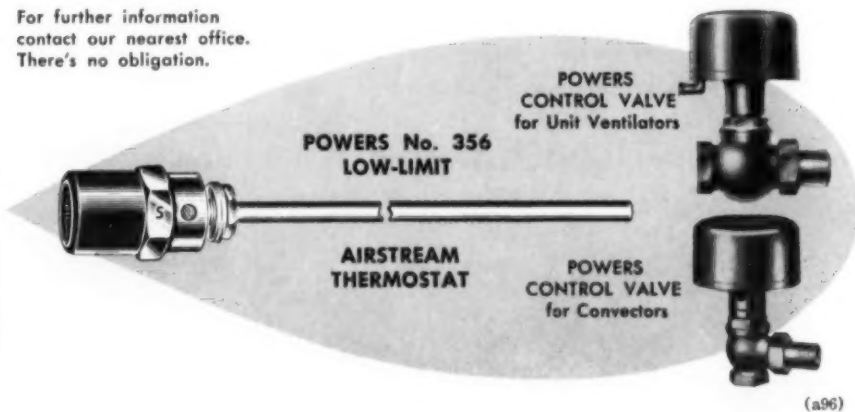
3) Once set for the proper temperature a Powers Low Limit Thermostat requires no re-adjustment — there are no fine restrictions to be serviced.



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THE AMERICAN School Board Journal

A Periodical of School Administration

VOL. 125

NO. 4

October,
1952

Published on the 25th of the month preceding the date of issue by THE BRUCE PUBLISHING COMPANY, 400 North Broadway, Milwaukee 1, Wisconsin • CENTRAL OFFICE: 20 North Wacker Drive, Chicago 6, Illinois • EASTERN OFFICE: 225 Broadway, New York 7, New York.

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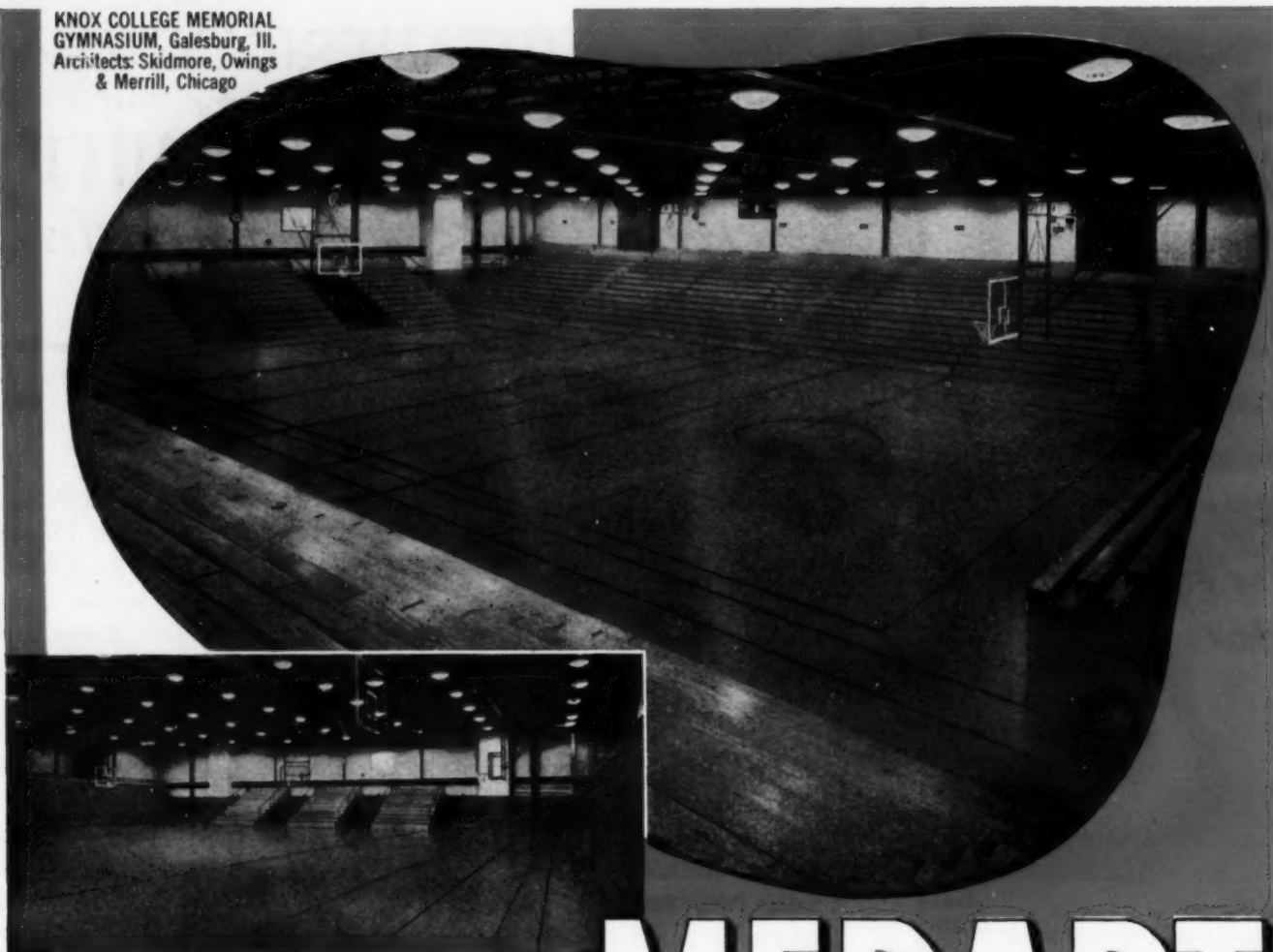
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Safety is assured, even under loads of 400 Lbs. per lineal foot. Medart's steel understructure is a complete free-standing assembly. Solid, one-piece wood seats, risers and footboards add extra strength and are not used to tie together the steel understructure members. Each row of seats is supported from the floor by four vertical steel members.

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School Business Officials to Meet in Atlantic City

The Association of School Business Officials of the United States and Canada will hold its thirty-eighth convention, October 12 to 16, in Atlantic City, N. J. The headquarters will be in Room 107 of the Ambassador Hotel, and the annual banquet will be held in the Renaissance Room of the same hotel. An exhibit of school equipment and materials will be located in the lounge, the sun porch, and the Venetian Room of the hotel.

The Program

The program, in charge of Ed. P. Williams, president, will be opened with the address of welcome by Dr. John P. Milligan, superintendent of schools, and Hon. Joseph Altman, mayor of the city of Atlantic City; the response will be given by Sam S. Dickey, vice-president of the Association.

On Monday afternoon there will be conferences on school revenue sources, with Lynn B. Davis, chairman; on school plant maintenance and operation, with Frank J. Hochstuhel as chairman; on schoolhouse planning and construction, with J. Wilbur Wolf as chairman; on purchasing, with A. F. Nienhauser as chairman; and on accounting and finance with S. C. Joyner as chairman.

SCHOOL REVENUE SOURCES

J. D. Slaybaugh, Corpus Christi, Tex., will discuss "Assessment and Collection of Local Taxes for School Purposes"; S. T. Willis, of Fort Worth, will talk on "Allocation of State Revenue for School Purposes"; and Clayton D. Hutchins will give an address on "Local Revenues vs. State Revenues for Secondary and Elementary Schools."

PLANT MAINTENANCE AND OPERATION

Harry F. Walton, Philadelphia, Pa., will discuss "Surveying and Programming Maintenance Needs"; Joseph Schotland, Newark, N. J., will talk on "Co-ordinate Maintenance and Plant Operation Needs."

Medium Size Cities. Paul V. Moody, East Orange, N. J., will talk on "Work Schedules for School Custodians"; Harry E. Haughey, Springfield, Ill., will discuss "Maintenance Problems for School Buildings and Grounds."

Small Cities. Paul J. Harris, Phillipsburg, N. J., will talk on "Supervision of Operation and Maintenance"; R. E. Tilt, Hudson, Ohio, will discuss "Floor Maintenance"; W. Herbert Kribbs, Ontario, Canada, will talk on "School Maintenance Contracts"; Logan Ware, Temple, Tex., will discuss "Co-operation of Custodial and Instructional Staff Workers."



Ed P. Williams
*Business Manager, Public Schools,
Fort Worth, Texas,
President ASBO, 1952.*

SCHOOLHOUSE PLANNING AND CONSTRUCTION

C. L. Koehler, Cincinnati, Ohio, will talk on "Planning Functional Buildings."

Dr. N. L. George, Oklahoma City, Okla., will discuss "Space Requirements for School Buildings"; J. D. Slaybaugh, Corpus Christi,

(Concluded on page 7)



The board of education at Atlantic City, N. J., which will be official host to the Association of School Business Officials.

Standing: Mr. Alfred Saseen, secretary.

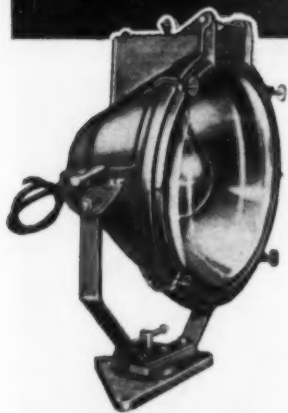
Left of table, left to right: John P. Milligan, superintendent of schools; Lentz D. Gold, business manager; Charles H. Donaway; Joseph F. Bradway; Dr. P. C. Martucci; Simon Lippman.

Right of table, left to right: L. Milton Freed, assistant solicitor; Herbert R. Vorhees, solicitor; Mrs. Gladys Kammerman; Mrs. M. Milton Singer; Dr. James E. Carmack; Hugh L. Wathen, vice-president; Dr. Stanley L. Lucas, president.

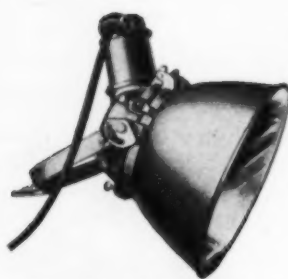
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Crouse-Hinds Illumination Department has also planned the lighting of hundreds of small and medium size fields, and the know-how that they have accumulated through long years of experience is at your service. Crouse-Hinds Type FLA Floodlight has the characteristics that make it ideal for the efficient lighting of small fields or the average size stadium. It's economical too!

Night games draw BIG crowds. When the above photograph was taken there were 90,910 people in the Coliseum. It's the same story in small towns, many more people turn out for night games. Get your share of the extra revenue that night games bring in. Start planning NOW for floodlighting your field for next season's games. Send drawings and details, and Crouse-Hinds illumination engineers will gladly recommend the proper selection and arrangement of floodlights for any application.

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SCHOOL BUSINESS OFFICIALS

(Concluded from page 5)

Tex., will talk on "Methods of Financing New School Buildings."

PURCHASING

Alex Duncan, Cleveland, Ohio, will discuss "The Purchasing of Paint"; F. J. Luchsinger, North Syracuse, N. Y., will talk on "The Preparation of Purchasing Forms and Records."

ACCOUNTING AND FINANCE

E. M. Foster, Washington, D. C., will discuss "Improvements and Changes in School Accounting"; Arnold Hess, Newark, N. J., will talk on "Planning Adequate Financial Reports"; Edward W. Kilpatrick, Trenton, N. J., will discuss "Advantages of Annual Audit of School Accounts"; Wallace R. Meulder, Riverside, N. J., will talk on "Investment of School District Funds."

The Exhibitors' Entertainment

The annual exhibitors' entertainment and the formal opening of the exhibits will be held Monday evening in the Renaissance Room of the Ambassador Hotel.

The annual business meeting and the reports of committees will take place Tuesday morning, October 14.

At the Tuesday night meeting S. C. Joyner, of Los Angeles, Calif., will preside. George Mitchell, Chicago, Ill., will discuss "Strengthening School Taxes."

On Wednesday morning Lynn B. Davis will be chairman of the sectional meeting on School Revenue Sources. R. L. Herbst, Dover, Del., will talk on "Methods of Collecting and Handling State Revenues for Schools"; William S. Briscoe, Monica, Calif., will discuss "A School Revenue Program on the State Level."

PLANT MAINTENANCE AND OPERATION

Lynn A. Kosht, Lansing, Mich., will talk on "Classroom Flooring"; Harold N. West, Long Branch, N. J., will discuss "The Role of the Business Manager in Co-ordinating Maintenance and Plant Operation."

SCHOOLHOUSE PLANNING AND CONSTRUCTION

Dr. Millard D. Bell, Wilmette, Ill., will discuss "Principles of Planning Good Elementary Schools"; C. Carroll Crawford, Kalamazoo, Mich., will talk on "Advantages of the Single-Story Schoolhouse."

ACCOUNTING AND FINANCE

J. A. Crosbie, Los Angeles, will discuss "Accounting for Stores"; Walter F. Gustafson, Minneapolis, Minn., will talk on "Student Body Accounting"; and Joseph P. McElliffott, San Francisco, Calif., will discuss "Tabulation Equipment in School Accounting."

There will be a number of sectional meetings on Wednesday, taking up school revenue, school building planning, federal aid, investment of idle school funds, and sources of revenue for school building construction.

On Wednesday evening will occur the annual banquet, with Ed. P. Williams presiding.

On Thursday morning there will be a general session, with Frank J. Hochstuhl presiding. Leonard E. Best, Summit, N. J., will give an address on "Business Officials and Current School Problems."

COMING CONVENTIONS

Oct. 3-4. *Texas School Boards Assn.* at Terrace Motor Hotel, Austin. Secretary: Bascom Hayes, 111 Sutton Hall, University of Texas, Austin. No exhibits.

Oct. 5-8. *California School Trustees Assn.* at Wilton Hotel and Municipal Auditorium, Long Beach. Secretary: Mrs. I. E. Porter, No. 4 Professional Building, Bakersfield. Exhibits: Mrs. Porter. Attendance: 500.

Oct. 7-10. *National Council on Schoolhouse Construction* at Parker House Hotel, Boston, Mass. Secretary: W. D. McClurkin, George Peabody College, Nashville, Tenn.

Oct. 12-15. *National Conference of County & Rural Superintendents (NEA)* at Hotel New Yorker, New York City. Secretary: Dr. Howard Dawson, 1201 16th St., N.W., Washington, D. C.

No exhibits. Attendance: 1200.

Oct. 12-16. *Association of School Business Officials* at Ambassador Hotel, Atlantic City. Secretary: Harley W. Anderson, 710 Kalamazoo Bldg., Kalamazoo, Mich. Exhibits: Mr. Anderson. Attendance: 600.

Oct. 22-23. *The School Trustees Assn. of Virginia* at John Marshall Hotel, Richmond. Secretary: Phyllis G. Brown, 116 S. 3rd St., Richmond. Exhibits: T. Preston Turner (same address). Attendance: 100. (In conjunction with the Virginia Education Assn.)

Nov. 12-14. *American School Food Service Assn.* at Ambassador Hotel, Los Angeles. Secretary: Margaret E. Prentice, chairman, School Lunch Supervisors, State Education Department, Albany, N. Y.

Nov. 21. *The Associated School Boards of South Dakota* at Huron. Secretary: D. B. Doner, Brookings. No exhibits. Attendance: 450.



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HIS FACE WAS RED

Driving in his car to attend a meeting of the state normal school board in a college town, the portly state superintendent of education of a great prairie state carried an extra suit on a hanger. To lug his suitcase and the hanger into the hotel it was necessary to squeeze between the closely parked cars.

Returning to the hotel from the meeting with members of the board, the state superintendent had a good laugh over a pair of pants draped over a parking meter and sodden after a summer shower.

"I wonder," said the state superintendent, "how a fellow could lose his pants here on Main Street?"

Then he took a second look. "Migosh, they're mine!"

Someone had seen the pants in the gutter and had hung them where the owner could find them.

NOT TOO INACCURATE

The Gary, Ind., "School Affairs" reports that a kindergarten boy of the Glen Park School recently recited the pledge to the flag in these words: "I pledge allegiance to the flag and the Republicans' itching stand for which . . . etc."

With Gestures

A man had amused himself for years by listening in on people who carry on those apparently exciting conversations in the deaf-and-dumb sign language. But one day he came across a new sign which stumped him. The gesture was sort of a sweeping downward motion that ended abruptly. Finally he went to the expert who had taught him the language and asked what it meant.

"That's easy," was his teacher's reply. "That is a gesture that has only come into use recently. It means, 'Drop dead!'" — *Wall St. Journal*.



Professor: Mr. Smith, will you tell me why you look at your timepiece so often?

Smith (suavely): Yes, sir! I was afraid, sir, that you wouldn't have time to finish your interesting lecture, sir.

Sincere and Unafraid —

The Mature Mind and School Board Service

*Marcella R. Kelly, Ph.D.**

Each year both men and women representing all walks of life are elected by the American people to serve as the legal guardians of our public schools. Whether novices or veterans at community service, these chosen representatives of the people bring to their common task a variety of interests, aspirations, and intentions. Upon their judgments, to great degree, depend the quality of the educational program, the morale of the teaching personnel, and the growth in citizenship of the children and youth who attend the schools in their respective communities. Their task is singularly significant because they are being constantly called upon to make decisions prone more immediately to affect persons than things. Their major concern is, or should be, the ultimate development of human personality and competent citizenship through the media of good teachers and sound schools. In these days of our changing years, characterized as they are by soft thinking, growing instrumentalism, and spiritual sterility, the need for the mature mind in school board service is immediate and critical.

Although the operational level of school boards generally has improved with the years, improvement has not kept pace with the changing tempo of our civilization or the crucial needs of our time. Much of the

philosophy of instrumentalism which for half a century has gnawed at the roots and fibers of our American people has infected some public servants to the extent where every next move is decided only in terms of advantages accruing to the individuals charged with its consideration. Such a course of action foreordains that there will be as many different ethical standards as there are persons involved in decision making at any one time. Operating on so vacillating a pattern of procedure, school-board policies all too frequently reflect inconsistency, insincerity, and contradiction. Value or lack of it, good or bad, right or wrong — all become so dangerously relative that there is one ethical standard for one person or situation and quite a different ethical standard for another. In

consequence, the public is confused, school administration is hampered, and teacher morale is weakened. No school system can grow, nor can the moral fiber of prospective citizens be toughened in the wake of increasing irrationality.

A Traditional Weakness

Traditionally, the most common weakness of school board service was nepotism. This condition, the bestowal of patronage in consideration of family relationship despite merit, though a rather widespread practice, was more serious in certain sections and communities than in others. While it is true that public school education was retarded, and still is where this condition applied or continues to apply — its very obviousness was and is, paradoxically enough, its saving grace. Because of its obviousness, however, citizens are able more readily to comprehend the problem, to recognize its source, and to insist upon its destruction, providing sufficient moral intelligence prevails in the community.

Fortunately, uncontrolled nepotism is not essentially the weakness today it was in the recent past. Several reasons may be advanced to account for this. Merit methods of teacher selection, teacher shortage, and enlightened public interest have, in their respective turns, decreased an evil which, probably, never can be completely overcome.



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Fortunately, uncontrolled nepotism is not essentially the weakness today it was in the recent past. Several reasons may be advanced to account for this. Merit methods of teacher selection, teacher shortage, and enlightened public interest have, in their respective turns, decreased an evil which, probably, never can be completely overcome.



*Assistant Superintendent of Schools, Holyoke, Mass.

Today's problems with school board membership are less obvious and more subtle than the nepotic practices of other decades. Despite the fact that the intelligence quotient of general membership is claimed to be higher, that formal academic education is fairly common, and that many more occupations and professions are represented, the struggle to achieve truly service-minded boards, or the task of getting an individual board to function with a mature mind, is a most difficult one.

Effective school-board service requires and demands sacrifice of self-interest, spiritually motivated purpose, and unreserved expansiveness of outlook. Board members have much to fear in the one among them so fired with zeal for a pet project that every other constructive move is vetoed unless and until the individual gets his way. Usually, the school-board member with the pet project holds hard to his line not for the sake of the project itself, but rather because an immature ego craves the attention public interest brings to his association with it. Moreover, his almost constant critical appraisal of personnel connected with the execution of the project creates tensions among the workers, who devise devious ways of reacting to the pressures not always justly exerted upon them. The condition becomes the more aggravated when the board member is considered a respected citizen of the community as his judgment and demands are likely to be evaluated in terms of his, the board member's standing, rather than in terms of the educational merits of the case.

Personal Good vs. the Cause

"Good" school-board members in the "worst" kind of way are the most difficult persons with whom school administrators have to deal. Their demands, so often ill-timed are, nevertheless, always properly presented and quite subtly earmarked "in the public interest." Their technique, to the artless, is not easily or readily comprehensible for they employ a delicacy of discrimination in the choice of the persons and causes they decide to support. Their "good standing" in the community tends to hollow their opinions and to cloak them with an aura of the sacrosanct which only the rash would dare to decry.

Immature awareness is not confined to any one type of individual serving the public interest on boards of education or school committees. There is the school-board member who measures every decision in terms of political suicide. He is dominated by pressure groups, vested interests, and the politically influential. He rarely knows the significance of the problem to which he brings a "yes" or "no" controlled vote. In an effort to keep up with all groups, he is forever vacillating between choices, as it behooves him to associate himself with the one which will, in the final analysis, benefit him politically. That he has a moral obligation to the good of the

majority is rarely an *a priori* consideration in his thinking. Again, "good" as he sees it is that which will work for his best personal interest. In effect, he succeeds only in developing an amoral consciousness which, also in the final analysis, is incapable of judging right from wrong, quality from mediocrity, or value from the valueless. To try to persuade a spiritually vacuous individual to the good of a cause greater than his own, is virtually impossible for there is no point of departure from which to work.

Perennial Opposition Harmful

Still another type of difficult member is the chronically negative individual who derives personal satisfaction from being known as "the man with whom it is hard to deal." He has learned a *modus operandi* which delights the destructively critical elements in the community, on the one hand, and appeals to the ultraconservative elements, on the other. His is usually the dissenting vote that prevents almost any motion, irrespective of its worth, from achieving the dignity of unanimity. It may be argued, and rightly so, that sincere and honest disagreement is healthy in a democracy. There is a difference, however, between courageous objection based on clear thinking, and chronic disapproval based on strong feeling. The former attitude results from having a moral conviction of the "right" thing to do; the latter from nurturing an emotional mind-set about the expedient thing to do. On the surface, the one dissenting vote of the chronically negative member may seem comparatively unimportant. Its significance, however, cannot be dismissed too lightly. Teachers of merit, who fail to be elected unanimously, do not go to their duties in a completely happy frame of mind. Moreover, those charged with the selection of teachers, on whose rating merit candidates were recommended for appointment, cannot help but be disturbed when the rebuke of the disgruntled member reaches the radio or receives special attention in the public press. The superintendent, whose duty it is to supervise and administer a defensible educational program, is bound to be psychologically conditioned by the perennial blocking of his every constructive move.

In addition to the school-board members who prove ineffective because of their sins of commission, there are those who prove equally ineffective because of their sins of omission. They are the individuals who drift along, *laissez-faire* fashion, believing that they should interfere as little as possible in the direction of school affairs. They accept the status quo for what it is, or was, are generally unperturbed by crises, and refuse to become disturbed even when provoked. Their dominant mood of thought is, "This too will pass." It is not so much that these people resist change; it is rather, that they are almost completely indifferent to it. Because of their phlegmatic disposition, it is most difficult, if not impossible, to

arouse them intellectually to an appreciative awareness of educational needs and interests.

Characteristics of Mature Mind

Basic to adequate school-board service is the mature mind. It is the mind ever seeking full development in terms of knowledge, truth, clear thinking, and right judgment. It presupposes a broad, human, unbiased interest in people as individuals. It recognizes that the appraiser must also be appraised. It examines its own conscience as frequently, if not more frequently, than it examines the consciences of others. It learns to wear honors, public acclaim, and repeated victory both gracefully and lightly. It can sustain failure without malice, vindictiveness, or blame. It is conscious that the value of some absolutes is as timeless as time itself. It does not justify compromise with the moral law. Fair play, justice, sincerity, and honor are recognized as "good," "right," and "socially operable" principles, despite political entanglements.

The mature mind is unafraid to act. Practically, applied to school-board participation, it is a seeker of information. It makes an honest judgment based on the facts. It does not create a "wrong" to justify a "right." It recognizes and appreciates unsung service. It is conscious of the probable effects of contemplated moves on the private lives and teaching performance of school personnel. It does not willfully glorify self at the expense of effective school administration, sound instructional practice, and better public schools. It does not seek school-board position to develop an ego sorely in need of inflation.

If our schools are to be better served, some effort must be made to acquaint school-board members with the nature and function of their tasks. Both the superintendent of schools and the chairman of the board of education can exert leadership in the direction of an orientation course for members. Members have a right to know something of the organization of the school system, its line of authority, duties of key personnel, salary schedules currently in practice, and rules and regulations governing its management. Board members should not be left to acquire knowledge necessary to vital decisions from misinformed or inadequate sources. Prepared bulletins, planned conferences, teacher-board-member meetings are a few of the media through which valid information may be communicated.

The public, too, must be educated to the need for electing mature minds to membership on the local school board. The superintendent of schools, his administrative staff, and his teachers have also a duty to perform in this area. Their public relations plan should pay more than passing attention to the important part a "good" school board plays in the life and growth of the American community.



Modern teaching methods are aided by the commodious classrooms in the Oak Ridge school buildings.

Four Techniques Help —

OAK RIDGE PREDICTS SCHOOL ENROLLMENTS

*Bertis E. Capehart**

In these days of great mobility many cities grow rapidly and experience very large changes in population in the course of a year's time. It goes without saying that for sound planning of future educational programs in such cities it is necessary to provide school plant facilities adequate to meet the pressures that will be placed upon them. Such planning helps eliminate waste both financially and educationally that results from false starts and abandoned projects so characteristic of many such communities which represent programs devised in haste. Without some plan of estimating future school enrollments decisions are often made because of some momentary expediency and because of pressures which in the absence of a well-developed estimate of needs have proved irresistible. It is true that short-term programs must often be

adopted to meet the immediate needs, but good administration requires that such programs be as far as possible an integral part of a general over-all long-term plan which has grown out of application of the method of intelligence and the use of all pertinent facts available.

The community of Oak Ridge, Tenn., has a history of rapid and enormous changes in population, sometimes showing increases and decreases of as much as 3000 persons during a twelve months' period. Accordingly it is necessary for the Oak Ridge Schools to estimate the number of children it will need to house from year to year. As a result of this felt need a plan has been devised for the annual preparation of five-, ten-, and fifteen-year enrollment estimates. This plan has been made necessary because of the mobility of people within the community, because of the development of new housing neighborhoods,

because of the extremely high birth rate in the community, and because of the temporary nature of many of the early school buildings.

Four Useful Methods

Since the beginning of the Oak Ridge School system in October, 1943, to the present there have been 17 buildings used as major school plants. Today 12 of these school plants are in existence and ten of them are in full capacity use. Two are in a stand-by condition. These data tell a story of change. These data also impress upon one the importance of making an accurate estimate of the number of children to be housed in a new school building at some five- or ten-year future date. These estimates become exceedingly important in view of the ever increasing space requirements and construction costs.

Our experience in Oak Ridge in predict-

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Children learn quickly and happily when modern teaching aids are available.

ing future enrollments leads us to conclude that a combination of four methods, each acting as a check on the other, is the best procedure. These four methods are as follows:

1. A school census projection
2. A community population-school population survival-ratio projection
3. A school population-housing ratio projection
4. A retention- or school survival-ratio projection

These basic patterns which we use here in Oak Ridge for predicting future enrollments may be adapted to the needs of any individual school district. A continuous school census in this city of much in- and out-migration is a necessity. In the first place it provides information which will allow an estimate of the future school enrollment by applying a percentage of children in each age level enrolled according to past experience. This is a very excellent method of predicting enrollments in a district which maintains a census from birth to 18 years of age. It is the state law in Tennessee that each school district take a school census every two years. It has been our experience that a continuous school census is exceedingly useful in many ways and proportionately less expensive to operate than a biennial census. In addition to making it possible to predict more accurately the need for additional school facilities, together with the information where the need is most urgent, the census provides information which will facilitate changes in school attendance centers and thus will enable a school system to utilize

better the already existing school facilities. Such a census can be kept continuous by the use of volunteer-pupil and parent service organizations in each census district. Pupils can report changes in residence to the census district office, and adult volunteers can call upon the family or otherwise verify the information.

Problem of New Housing Areas

In order to utilize the community school population ratio as a method of forecasting it is necessary to determine if there is any consistent relationship between the population of the community and the schools. After a trend has been established on the basis of past experience, then this increased ratio may be compared with a community population forecast to determine the number of pupils expected at any subsequent year. This method is very useful for long-range enrollment estimates and especially is it useful for testing the reasonableness of other estimations.

The method of using the pupil factor per housing unit is very useful as a method of projecting school populations on a long-term basis when a new housing neighborhood is to be constructed. This method requires the determination of the number of pupils per housing unit, and this pupil factor per housing unit can be applied to the expected increase in housing units in order to obtain the increase in the number of pupils. Probably the biggest single factor in determining the pupil factor per housing unit is the increase or decrease in birth rates. Therefore, it demands an accurate record of the number of children born in

any one year if an accurate five- or ten-year forecast is to be made. There are other limitations to this method of forecasting school population such as the number of bedrooms in the existing housing units as compared with the number of bedrooms in the units to be constructed or removed. One cannot be sure that the families who leave or move into an area will be more or less productive than existing families.

The Oak Ridge Method

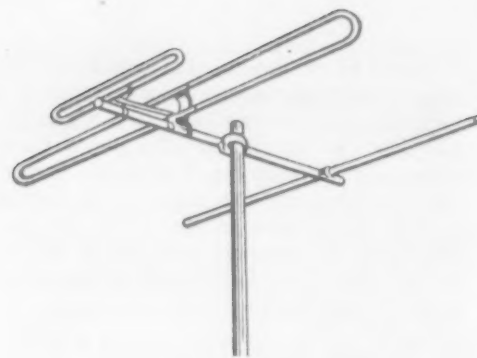
The method which we use here in Oak Ridge may be called a school-survival-ratio projection, made with the assistance of the continuous census and using the other two methods as a rough check. By school-survival rate is meant the effectiveness with which the school is able to induce pupils to remain in school from year to year. This method then demands an enrollment history from grade level to grade level over a period of years as well as a continuous school census to give a dependable record of births over the years. To aid in keeping the school-survival or school-retention ratios up to date and accurate it is also necessary to follow up each pupil who leaves school. A good follow-up study properly conducted will also serve as a correction for in- and out-migration. A correction must also be applied to these school-survival rates for increases and decreases in the population in the community. In applying this method in the Oak Ridge schools our experience over the years has given us an estimate of the number of kindergarten-age children who actually enter kindergarten and of first-grade children who enroll in the second grade, or second-grade children who enroll in the third grade, and so on. Then this grade enrollment for any one year is projected to successive years by a percentage-survival ratio established from past experience and corrected for in- and out-migration as well as population increases and decreases.

Annual Revisions Necessary

It has been our experience that it is necessary for a school system to revise its records and enrollment projections annually. This means that not only is the source data revised annually but five-, ten-, and fifteen-year estimates are also annually revised. It is our belief that the time and effort expended on these estimates pays dividends in the long run and will make for a better educational program as well as for a more efficient, economical operation. Evidence from school-enrollment projections must be studied carefully, especially when long-range plans are at stake. Too often it is expedient to add a number of rooms to existing facilities. There is some research to show that many of our school buildings are too large. Large units almost inevitably have many restrictions and limitations on pupil learning. In studying our estimates of future enrollments then we must also consider the recommendations for size of our physical plants.

Television and the Schools

*Ralph Steetle**



April 14, 1952, marks an achievement by American education for on that date the Federal Communications Commission announced a television allocation plan reserving 242 television channel assignments for noncommercial educational use. The Commission had the benefit of the testimony of some 838 school systems, state departments of education, colleges, universities, and other educational groups. School boards and school superintendents throughout the country had informed the FCC that television was of vital concern to the schools and the society they serve.

The arguments were persuasive and education won its case. There is no longer a question as to whether there will be television stations operated by our schools; the question is rather how many and how soon. Boards of education and their superintendents are now securing community interest and backing for the use of this new tool of instruction. At this date, 14 applications have been made for permission to build stations upon educational channels and four have been granted. By the time this statement is printed there will be others, for many educational institutions have applications in varying states of preparation for filing.

Cost vs. Benefits

An educational television station may cost from 150 thousand dollars to 300 thousand dollars to build and may require an operating budget of over 100,000 dollars a year. With these sizable figures as a background, let us examine the reasons why school boards and their superintendents remain concerned with educational television and feel a sense of responsibility for its development.

Leaders in education realize that television offers an unusual means of increasing the understanding between schools and the public. This is not thought of solely in the public relations concept of telling about the schools; rather it is conceived to be a medium capable of providing to the community on a continuing basis educational values.

One southern school system board member believes that educational television will aid immeasurably in explaining educa-

tional policy and achieving community support for it. A superintendent in the east believes that an educational television station will enable the public schools to help parents in the preschool development of their children. Others think that the effect television can have in removing the walls from the classroom and showing the citizen his schools in action will build increasing understanding of education itself and cause a decrease in the prevalent anti-educational and anti-intellectual attacks.

TV Not a Substitute

There is little tendency to think of educational television as a substitute for the classroom film. The educational film will have continuing use, but television's immediacy and sense of actuality can bring to the classroom not only the national events, but a better understanding of the community in which the child lives. One large city educational-radio-station director believes that television will help underprivileged children to know their city. He knows of children who have not seen the

museums, art institutes, or even the lake upon which the city fronts. With the increasing concern for the education of the entire population, schools see educational television as an important adult-education medium.

With these and many other possibilities which are now just being sensed, public school people dare to consider participation in an educational television station's expenses. In the larger cities in particular, the schools are joining with universities, colleges, adult education centers, museums and libraries, to co-operatively finance the construction and operation of their own station. They have discovered that 100 thousand divided by 10 is only 10 thousand dollars. Funds are being sought from sources which normally support education, local foundations, and gifts from industry.

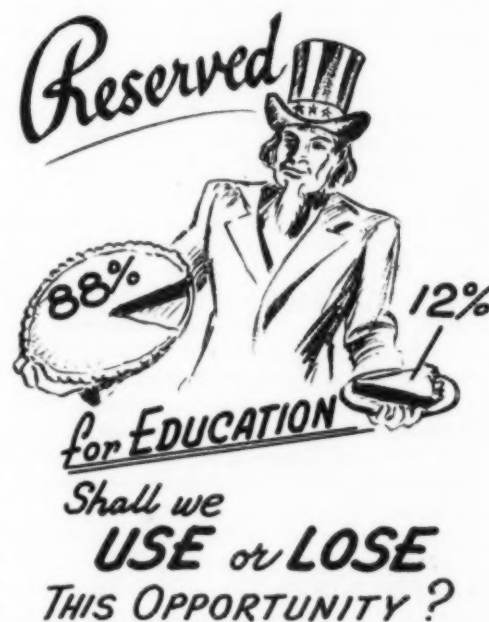
In the processes of around-the-table meetings week after week, these communities have rediscovered the common interests of the public and private institutions, public schools and universities, and the relation to all of them with the cultural institutions of a community. This co-operative by-product of planning for educational television is of great value.

Cities That Are Ready

Experience in television programming has increased interest in educational station operation. Public schools in Philadelphia, Wilmington, San Francisco, Houston, Cleveland, and Chicago, to mention but a few, have produced enough programs for classroom use that they are convinced that their own station would be a classroom of their own for the logical and complete use of television.

There has been widespread public support for the concept of education on television, especially in those areas where television stations are in existence. The good programs in existence suggest the possibilities for school programming, while the programs that are mediocre show the need for optional choice on the part of the viewer.

How much time does education have to claim its television heritage? The FCC has stated that it will accept no petitions for the change of an educational channel to commercial use until June 2, 1953. There is, therefore, a real sense of urgency for



Wisconsin PTA have been warned in an effective circular that quick action is necessary if the schools are to have the benefit of the 12 per cent of television allocations reserved for educational uses.

*Executive Director, Joint Committee on Educational Television, Washington, D. C.

the kind of evaluation that educators give to any new educational tool so that if a choice is made to use television a channel will still be available. The Joint Committee on Educational Television is prepared to provide the schools and school boards consultants in the fields of programming, engineering, and station organization, and these services are being called upon by educators.

Schools Made Trustees of TV

The FCC, by reserving educational-television-channel assignments which can be claimed only by accredited educational institutions, has, in effect, made our schools the trustees for the public. The

school-board members, who are the direct representatives of that public in their communities, are making sure that their opportunities to discharge that stewardship in television do not go by the board by lack of study.

The Chairman of the FCC, Paul A. Walker, has called this year of the television educational assignments "American Education's Year of Decision." The Joint Committee on Educational Television has as its function the provision of facts to educators upon which informed decisions can be taken in the specialized field of television. The member organizations of the Joint Committee on Educational Television are: The American Council on Edu-

cation; The Association for Education by Radio-Television; The Association of Land-Grant Colleges and Universities; The National Association of Educational Broadcasters; The National Association of State Universities; The National Council of Chief State School Officers; and The National Education Association of the United States. The Joint Committee constituent groups are listed to show that the educational television pattern in the United States has been conceived by educators in terms of the objectives of education itself. The Committee is available to provide continuing help to school systems and welcomes inquiries directed to its Washington offices.

Word From Washington

TV Channels Are Obtainable for Educational Use—Will Schools Accept This Opportunity? *Elaine Exton*

On April 14, 1952, American educators scored a significant victory in their efforts to persuade the Federal Communications Commission (FCC) to set aside a substantial number of television channels for noncommercial educational use.

On this day the Federal Communications Commission at once lifted the "freeze" on the construction of new television stations imposed three and a half years earlier to allow further study of interference and spacing between stations and announced a table of channel allocations for the United States and its territories that reserves 242 (about 12 per cent) of all the allocated television assignments exclusively for non-commercial educational broadcasting — 33 more than the Commission proposed for this purpose last spring.¹ Eighty of these educational outlets are in the Very High Frequency (VHF) portion of the television spectrum where all the TV stations now in operation are located, the remaining 162 are in the new Ultra High Frequency (UHF) band.

In all, the new TV allocation plan provides for upwards of 2000 television stations in some 1300 communities — about four times as many as could be accommodated previously. The FCC Commissioners believe the addition of 70 Ultra High Frequency channels to the 12 Very High Frequency channels already in existence will make it possible to spread service to America's smaller towns and rural areas

and bring television within reach of the majority of the nation's people.

Advantages of Educational Television

Now that educational institutions have been granted a fair apportionment of these prized channels, what can the full development of educational video mean to our country's citizens? Why are such strenuous efforts being made to encourage its widespread use?

"These assignments offer an unprecedented opportunity for the expansion of our educational and cultural frontiers," comments U. S. Commissioner of Education Earl J. McGrath, noting that "through the use of television, educational institutions will be able to bring the greatest teachers, the finest artists, scientists, and philosophers into schools and homes."

"The eventual result will be to give every TV viewer a far greater range of programs," explains Arthur S. Adams, president of the American Council on Education, who considers that television offers promise of being one of the most effective methods for education ever devised.

Likening an educational TV station to an electronic lamp of learning, FCC Chairman Paul A. Walker states: "Its rays will carry to the remote one-room schoolhouse, to the centralized school plant, to the sharecropper's cabin, or to the town house — the stored-up wisdom of the ages, history-in-the-making, the natural wonders of the world, the treasure troves of the art galleries and museums, the workshops of our

industries, the processes of government in action. The moment a school's television station goes on the air," he relates, "the boundaries of the campus are pushed back in the twinkling of an eye a distance of 40 to 70 miles in every direction . . . and when networks are used, the boundaries may be pushed back thousands of miles."

Still others who have kept in touch with the technological progress in this field see television as one of the most potent forms of communication yet devised; rate it as comparable to the invention of printing in its power to inform and influence thought; say there is no other way to get so much information to the schools and to the public so effectively, quickly, and cheaply.

Time Limit for Reservations

Recognizing that "the great mass of educational institutions must move more slowly and overcome hurdles not present for commercial broadcasters" and that financing "will require more time for educational institutions than for commercial interests," the FCC's decision gives educators a year of grace.

Beginning June 3, 1953, the FCC TV Allocation Plan is subject to change. Permitted alterations after this date include the right to petition the Commission to change an educational television assignment to a commercial assignment. This is not to say that such petitions will actually be filed or that, if they are, the FCC will grant them. This right to petition, however, hangs over the heads of educators. Like the sword of Damocles, it may never fall.

¹See "The Outlook for Television Education Brightens," by Elaine Exton, in the AMERICAN SCHOOL BOARD JOURNAL for May, 1951, pp. 37, 38, 89.



Educational Television Assignments in the 1952 Allocation Plan of Federal Communications Commission (Chase, Photo).

Should such a petition be received, the Commission's finding will undoubtedly depend upon the evidence of progress toward utilization of the reservation shown by educators in the area. The only absolute protection for holding an allotted TV channel for educational use is submitting a construction application to the FCC and the actual building and operation of an educational television station. As FCC Commissioner Frieda B. Hennock, a prime mover in securing these educational set-asides, has pointed out: "The assignments made by the FCC provide only the opportunity; they are just the bare bones. Assignments without stations will mean nothing more than a skeleton in a museum, a historic relic of little more than academic interest."

Co-operation Between Institutions

For educational institutions that plan to apply for a television construction permit, FCC pronouncements furnish this guidance. The Commission has rejected proposals for partial commercialization of these educational assignments, stipulating that they must be used exclusively for noncommercial purposes.

The latest rules adopted by the FCC declare further that these educational reservations must "be used primarily to serve the educational needs of the community," rather than the needs of any particular institution. This is in keeping with the FCC's earlier recommendation that "the various institutions concerned (and interested in a reservation) must enter into co-operative arrangements so as to make sure that the facilities are available to all on an equitable basis."

In a speech before the Institute for

Education by Radio-Television at Columbus, Ohio, on April 18, Commissioner Frieda B. Hennock said: "At this time there are few specific Commission rules respecting the educational use of television, and these for the most part have been carried over from rules established for the operation of FM educational radio stations. It is doubtful whether the Commission would or ever could adopt specific rules as to the co-operative arrangements required in each community since it would seem impossible by administrative fiat to provide for the infinite variety of local situations. It is probably sufficient to say that bona fide and reasonable co-operative arrangements for the licensing and operation of educational stations will be acceptable to the Commission. If several educational institutions are ready to build or operate in any given community they should make every effort to work out any problems among themselves."

Action Under Way

Pointing up the interest of educators in TV as an educational aid, Franklin Dunham, chief of radio and television for the U. S. Office of Education, reports that 67 school systems and about a hundred institutions of higher learning were already using television to supplement classroom instruction and portray the school in action before the FCC reservation of channel assignments for the exclusive use of education was announced.

He foresees that the 137 educational institutions already operating radio stations of their own will bring a rich experience to the development of sound educational television programming and maintains that many schools and colleges that did not par-

ticipate in radio broadcasting are planning to operate TV stations.

By mid-August 14 applications for constructing noncommercial educational stations had been filed with the Federal Communications Commission. These came from such diverse places as: Lindsay Hopkins Vocation School of the Dade County Board of Public Instruction, Miami, Fla. (Channel 2); University of Houston in co-operation with the Houston Independent School District, Houston, Tex. (Channel 8); Bay Area Educational Television Association, San Francisco-Oakland, Calif. (Channel 9); Board of Regents of the University of the State of New York for — Albany (Channel 17), Buffalo (Channel 23), New York City (Channel 25), Rochester (Channel 21), Syracuse (Channel 43), Binghamton (Channel 46), Ithaca (Channel 14), and Utica (Channel 25).

Even more significant by midsummer the FCC had already granted seven construction permits to these applicants — five to the New York Board of Regents, one to the University of Houston, and one to Kansas State College at Manhattan.

Among the more than a dozen other groups with educational TV applications in preparatory stages are: Milwaukee Educators' Committee on Television; St. Louis Committee on Educational Television; Pittsburgh Standing Committee of Educators; University of Connecticut, Storrs, with the Connecticut State Department of Education; State Department of Education in San Juan, Puerto Rico.

A Few Case Histories

School officials whose plans to utilize the television channels at their disposal have not yet crystallized may find of interest some of the proposals submitted by other educators in applications to the FCC.

The joint request filed by the University of Houston and the Houston Independent School District asserts their educational TV station will begin operations with a program schedule of four hours daily that will be expanded to eight hours a day as soon as feasible. This will consist of special telecasts for school viewing, for young people, and for instruction at the college level as well as general cultural programs. Over-all construction costs are estimated at \$600,000; first year operating expenses at \$150,000. Funds already on hand will make it possible to begin building as soon as a construction permit is received.

The Dade County (Fla.) Board of Public Instruction is able to start operations on more modest terms. They have agreed to lease the entire transmitting plant of television station WTVJ — Miami at a minimal figure as soon as the FCC authorizes this commercial station to utilize new facilities. Their application places the cost of studio equipment and providing a new antenna for this plant at \$78,500; operating expenses in the first year at \$25,000. Besides educational training for both commercial and educational broadcasters their

projected program schedule includes organized educational activities for classroom use, adult education, public events, information on the arts and sciences.

The project of the Bay Area Educational Television Association represents still another approach. Organized as a non-profit corporation under California laws, the Association has filed an application with the FCC in behalf of educational institutions in the San Francisco-Oakland Area that states membership assessment from participating educational groups and possibly private funds and foundation grants will finance the station. Policy will be determined by those sharing in the financial obligations of the organization. Capital outlay equipment on a lease-purchase basis is estimated at \$100,000; operational expenses at \$110,000 a year.

Educational TV Networks Planned

State-wide networks of educational TV stations are being planned in Connecticut, New Jersey, New York, and Wisconsin. Similar proposals are being considered in California, North Carolina, and Pennsylvania.

The New York Board of Regents, for example, intends to develop a state-wide TV network service that will utilize programs originating from each of the ten educational stations to occupy their channel assignments. According to their prospectus the more than 8000 educational and cultural institutions of the state will set up local area councils that will be largely responsible for planning television production schedules in their communities. The function of the University of the State of New York and the State Department of Education will be to encourage, assist, and co-ordinate the efforts of local institutions.

In Wisconsin, where 12 TV channels have been reserved for educational use, a Citizens Committee for Educational Television is seeking legislative support for operating a state-wide system of video stations similar in pattern to the state radio network created by the Wisconsin legislature in 1945.

To provide local educational TV stations with the facilities necessary to produce first-rate television programs several hours of each day the year round the possibility of establishing a national educational television network is being viewed favorably in some quarters.

As described by Raymond H. Wittcoff, chairman of the Mayor's Committee on Educational Television in St. Louis, such a network would be a strong, well-financed national agency created and democratically controlled by the educational and public institutions operating its member stations. Besides staging original educational telecasts, it would function as an exchange center for the best programs offered by member stations and would thus, in Mr. Wittcoff's opinion, encourage (and not suppress) local initiative and originality "since

the local educators would know that their best work might be distributed by the network nationally and each community could take pride in its network contributions."

Reminding that well-financed commercial stations depend on network programming, he cites these advantages of network affiliation for local educational stations:

1. A less expensive physical plant would be required because many of the stations' programs would be produced elsewhere.

2. Operating expenses would be reduced significantly because much of the programming costs would be shared with other stations.

3. The quality of many programs would be much higher because the reservoir from which they would be drawn would be richer than any one city (or state) could offer.

The Educational Television Programs Institute held at Pennsylvania State College, April 20 through 25, under American Council on Education sponsorship expressed support for the creation of regional and/or national organizations to produce programs of educational and cultural value and distribute them when requested by kinescope or electronic means. While recognizing that regional and national arrangements for producing and sharing educational TV programs are essential, it was the consensus that action at these levels "must not be such as to discourage local initiative in undertaking the decidedly local responsibility for using television as a medium of education."

Financial Considerations

To school officials faced with the decision of whether to erect and operate a non-commercial TV station financial cost is a primary concern. A usually reliable source roughly estimates that such a structure might cost from \$100,000 to \$300,000 to build, depending on the type of facilities desired, and up to \$150,000 a year to operate, depending on the scope of its activities. Some educational institutions are planning to operate a TV station on an annual budget as low as \$30,000 by liberal use of school and community resources and student and faculty assistance.

Without detailed knowledge of the particular circumstances involved it is hard to

furnish exact figures because of the many variables that enter in. For example, what kind of tower, transmitter, studios, and camera chains will the station's facilities include? How many hours will the station be on the air each week? Will "live" television productions or film programs predominate? How many professional persons will be hired?

Arthur F. Weld, Jr., who supervises the Radio and Television Center at Syracuse University, thinks an adequate professional staff to handle regular operation of a station would include: *for transmitting*—two operators and half the time of the chief engineer; *for supervision*—a program director, three producers, and half the time of the chief engineer; *for operation*—a floor manager, two cameramen, a video operator, an audio operator, a projectionist, an artist, a maintenance engineer, and a secretary. Two more producers and three more crew men—a light man, a switching man, and a boom man—would be desirable he adds. In many instances the participating educational institutions may be able to furnish most of the personnel needed for these responsibilities.

Ingenuity and co-operative programming among several educational institutions in a given area can help to pare expenses. Cost cutting methods suggested by Franklin Dunham, chief of the U. S. Office of Education's Radio-Television Section, include making use of student volunteers for a variety of studio assignments; renting production facilities to local groups—PTA's, trade associations, and others who provide educational types of programs; charging modest fees for TV courses and related printed materials provided as an adult education activity.

"If the results achieved by these expenditures are kept in mind," observes Paul A. Walker, chairman of the Federal Communications Commission, "educational television can make its case."

Advisory Services Available

The Joint Committee on Educational Television (JCET),² originally set up as a temporary organization in October, 1950, to present to the FCC the claims of education for an adequate share of television assignments, is now offering a field consultation service to educational groups planning to utilize the TV channels that have been opened to educational operation.

(Concluded on page 90)

²The seven national organizations that compose the Joint Committee on Educational Television and their current representatives are: *National Council of Chief State School Officers*, Edgar Fuller, executive secretary and JCET Chairman; *Association of Land-Grant Colleges and Universities*, James H. Denison, administrative assistant to the president of Michigan State College and JCET Vice Chairman; *National Education Association*, Belmont Farley, director, Division of Press and Radio Relations; *American Council on Education*, David D. Henry, executive vice-chancellor, New York University; *Association for Education by Radio-Television*, Franklin Dunham, chief of radio-television, U. S. Office of Education; *National Association of Educational Broadcasters*, Seymour N. Siegel, president; *National Association of State Universities*, A. N. Jorgensen, president, University of Connecticut.





A senior high school drama broadcast under way with student directing.

In Long Beach —

RADIO DOES EDUCATE

C. H. Woodruff

On May 5, 1949, the Federal Communications Commission licensed the board of education of the Long Beach, Calif., public schools to own and operate an FM educational radio station, with the call letters KLON, on channel 201, at a frequency of 88.1 megacycles, with a power of 10 watts.

The station was officially opened on January 3, 1950, with inaugural addresses by Mrs. Elizabeth Hudson, president of the board of education, and Douglas A. Newcomb, superintendent of the Long Beach Unified Schools, which includes elementary schools, junior and senior high schools, and the two-year City College.

In the beginning the station operated for 1¾ hours each day. Broadcasting time has been gradually increased until at present the station is on the air 3¾ hours per day, Monday through Friday, 155 days per year.

Station KLON operates from the technology building of the Long Beach City College Vocational Center. The suite of rooms occupied includes two modern studios with engineering office control rooms, reception room, workroom, filing rooms, and three offices. Adjoining the station proper are laboratories for radio communications and radio electronics.

The station occupies an over-all floor space, 76½ feet by 44 feet, arranged as shown in the floor plan.

Students Act As Announcers

Technical operation and maintenance of the

station is conducted entirely by college technology students, under the direction of Supervising Engineer James O. Plush and teachers. Students do all announcing.

Recently, KLON's 10-watt transmitter was moved from sea level to the top of Signal Hill, 365 feet above sea level, and equipped with a 133-foot steel tower with a five-bay antenna. As a consequence, the effective radiated power of the station has been boosted from 10 watts

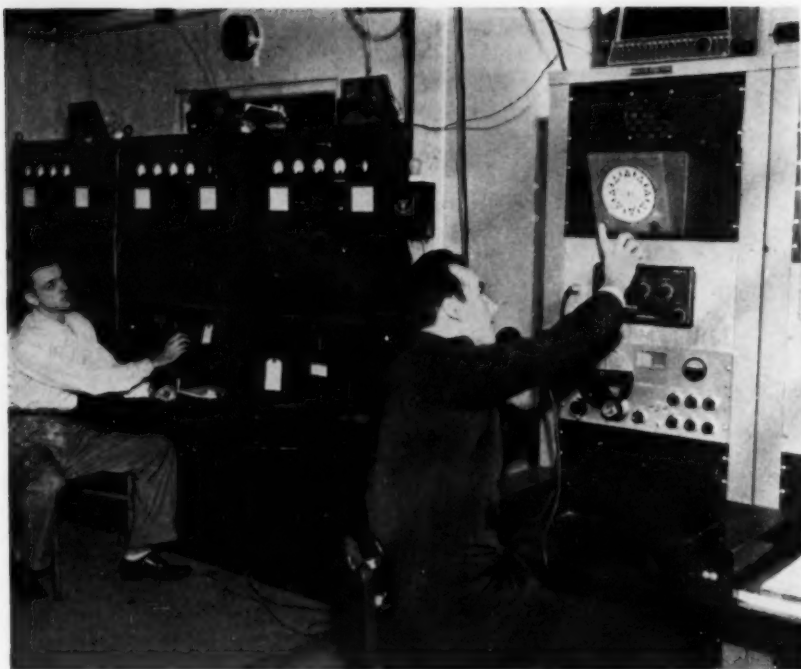
to 50 watts. This move insures clear reception in all classrooms in the city, and even in surrounding cities as much as 100 miles away.

Equipment includes seven microphones and stands, three transcription machines, five tape recorders, five headsets, two consoles, a Collins transmitter, a Collins-type antenna set, 57 records, and miscellaneous manual sound effects.

Programs are produced under direction of



Receiving a broadcast on Africa in a geography class.



A close-up view of the central control panel in operation.



Junior high school class studying with the help of a re-broadcast from a recording.

the staff of the Radio Education Department, which consists of a supervisor of radio education, a production technician, a writer producer (half time), a script writer (half time), and a clerk.

Programs are initiated in classrooms and school auditoriums, as well as in the KLON studios. They include storytelling, dramatizations, book reviews, panel discussions, musical performances, and related activities.

Storytelling programs for primary and elementary school use are planned and developed by the supervisor of school libraries and those elementary school librarians who have a talent for storytelling. Book reviews are similarly produced under library auspices. Pupils participate. A literature series which includes adaptations of short stories, readings, ballads, poetry, and music are prepared by senior high school and city college radio workshops, assisted by various musical groups.

Social studies and science programs originate in committee meetings of principals, supervisors, counselors, teachers, and the KLON staff. They plan a year's series in advance of production. Individual programs are planned, developed, and produced co-operatively by staff members, supervisors, teachers, and students.

All Schools Receive Programs

Every school in town is equipped to receive the programs, either directly from the station, or later if necessary from tape recordings made at the time of the broadcast. These programs are utilized not only by Long Beach, but by schools of surrounding communities.

During Public Schools Week and on other special occasions, local commercial broadcasting stations rebroadcast the educational and community service programs produced by Station KLON.

Objectives kept clearly in mind on KLON radio programs are:

1. To give students experiences—
 - a) In using radio as a means of communication

- b) In learning a few simple techniques of broadcasting
- c) In learning to formulate and express ideas clearly
- d) In improving the level of performance in writing, reading, speaking, and music
2. To unite all schools in common learnings
3. To develop discriminating listeners
4. To bring the classrooms to parents
5. To develop good public relations

The extent of the program can be realized, when it is understood that 3545 boys and girls participated in the final production of 157 programs, during the school year 1951-52. Far greater numbers worked behind the scenes in planning, research, interviewing, script writing, trying out for parts in dramatizations and on panels, and in working with music and sound effects. Other thousands of students participated as listeners, who used the programs as bases for discussions in classrooms.

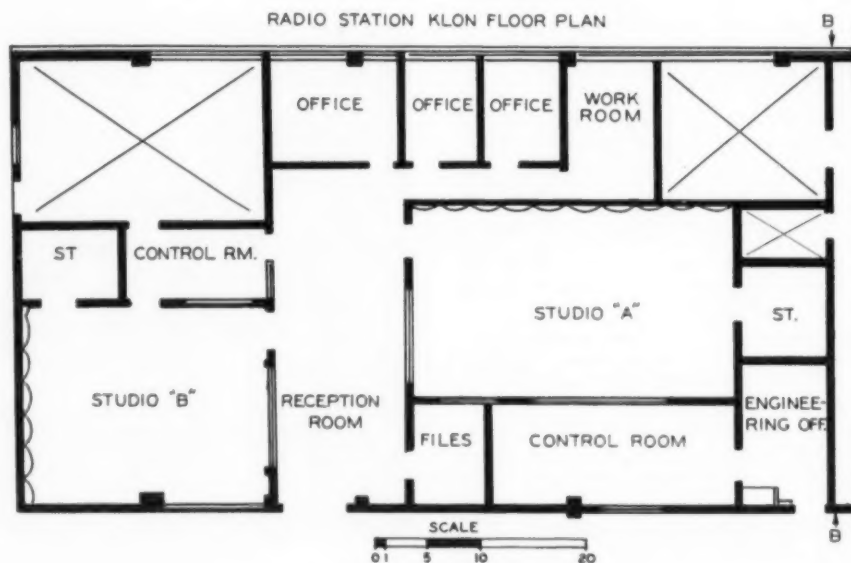
Useful Outcomes

Outcomes commonly noted in the schools are increased library circulation of books dramatized on KLON; stimulation of art and music; improved performance in speech, drama, and creative writing; and greater interest in geography, history, and science.

In addition to the broadcasts, KLON furnishes teachers with monthly bulletins, announcing schedules and a breakdown of programs, utilization guides, evaluation forms, work sheets, and observation lessons on all levels.

The enthusiasm with which principals, counselors, and teachers accept the programs, can perhaps best be sensed from these statements: "All reports which come to me from teachers whose classes have listened to the broadcasts and from teachers who have participated in the preparation of programs have been en-

(Concluded on page 92)



The validity of all acts of school boards, in the last analysis, is limited by state law, as enacted by the legislature or defined by the courts. Dr. Roach has presented in organized form, the principles of the New Jersey law which have been found to have a wide application to school administration in the state. Most of the principles have application in practically all states and are worthy of study.

The Courts Determine Local School Board Operations in New Jersey

Stephen F. Roach, Ph.D.*

To properly implement the growing interest in written policies for boards of education, it is necessary that the policy formulators agree on the areas of their educational system which are to be covered, and on the sources from which authoritative statements concerning school board authority and responsibilities are to come.

As was pointed out in the leading article in the June issue of this JOURNAL, the discussion groups at the 1952 N.S.B.A. Convention, in St. Louis, suggested the following pattern of major areas: (a) *legal*—to include pertinent quotations of applicable laws; (b) *duties*—to outline the responsibilities and authority of the board, of the individual board member, and of the administrative, executive, teaching, and maintenance personnel; (c) *general policies*—to cover such subjects as the use of school property, transportation, purchasing or letting bids, athletics, solicitations, public hearings, adoption of the budget, etc.; (d) *personnel*—to cover salary schedules, qualifications, accreditation, leaves of absence, teacher tenure, and retirement; (e) *ethics*—to cover ethical standards for board members, executives, teachers, and other board employees.

Legal Basis of Policy Areas

Should such a pattern of policy areas be followed, and N.S.B.A. suggestions concerning the individual areas be utilized, it becomes immediately evident that, within any one of the 48 states, authoritative sources of policy will be found in provisions of the state constitution, in enactments of the legislature, in rulings by appropriate educational authority, and in decisions by the state courts. And since it is the practice in American jurisprudence to give overriding authority to the last-mentioned agency, it would appear that the formu-

lators of written school-board policies should give major consideration to the educational rulings of the higher courts in their particular state.

In a study completed by the author in 1951, it was found that more than one thousand judicial rulings, relating to the day-to-day operations of local school boards, had been rendered by the higher New Jersey courts, in some 350 cases between 1844 and 1950. These judicial *rules*, as thus expressed in court opinion, were formulated after an analysis of all recorded New Jersey litigation involving local school boards. Because of their large number, these thousand-odd individual rulings were classified into 14 appropriate categories and then synthesized into *principles* which, it would appear, are to control local school-board operations in that state. Almost two hundred such "controlling principles" were identified. It will be with a small selection of these judicial principles, from the following four categories, that this article will deal: (1) litigation and legislation involving local school boards; (2) characteristics of board members; (3) board of education contracts; (4) boards of education and their teachers.

I. LITIGATION AND LEGISLATION

Local school boards have been involved in litigation testing their authority and responsibilities from the very inception of the American public school system. It has been estimated that, in any one year, there will be in some process of legal consideration before American courts of record—such as state supreme courts—about 250 actions relating to educational affairs. In the state of New Jersey, for instance, during the period 1844–1950, the higher courts rendered between three and four decisions annually on school board matters alone.

Educational Controversies

In addition to settling the specific controversy at issue, the courts frequently render judgments concerning various general aspects of educational controversies and legal procedures.

Thus, it has been judicially stipulated in New Jersey that suits involving recovery against local school boards are to be brought against the school-district corporation, not against the board members as individuals; that in the exercise of its authority, a board is subject to supervision and control by the higher courts; and that, in so far as court jurisdiction is concerned, no distinction exists between municipal corporations generally and boards of education. Further, it is settled that the board of education is the entity to sue and be sued; that a suit brought against the school board is the only way to test the liability of a city public school system; and that the courts will not review an exercise of judgment by a local board where, in the matter at issue, the board possesses a discretionary authority.

The New Jersey courts have been liberal in establishing judicial principles applicable to various legal procedures. Mentioned most frequently have been *certiorari*—whereby official action may be reviewed by a superior court; *mandamus*—whereby the performance of a particular act may be compelled; and *quo warranto*—whereby title to office may be tested.

Three Legal Procedures

With regards to the writ of *certiorari*, it would appear settled that such writs will be allowed against a board of education only when apparent error is shown, and when the complainant has a clear personal or property interest in the contested board action; that a clear interest exists where the prosecutor possesses the status of taxpayer and shows that the protested board action would deprive him of something

*Ferris High School, Jersey City 2, N. J. This article is based on part of the author's doctoral dissertation, "The New Jersey Courts on Local Boards of Education," Fordham University, 1951, 443 pp.

which he would otherwise have received; and that such writ is the proper method to test the legality of a board resolution or rule.

With regard to the writ of mandamus, the courts have stipulated that it will be allowed against a board only when the board's obligation and ability to perform the commanded act are legally clear; that it is invokable to compel a board to perform an official duty where the prosecutor has a pecuniary interest in the performance; and that an application for mandamus to reverse a contested board action must be preceded by a certiorari to review the original action.

As regards the writ of quo warranto, it has been stipulated that this writ is the proper method to test the legality of a school district corporation; that such writs must be instituted for the specific purpose of displacing a particular officer of the school corporation; that the writ is not allowable at the instance of a private complainant, but must be sought, in the name of the state, through the attorney general; and that the writ can only question the right to hold an already-existing office in the school corporation.

There have also appeared a few principles controlling the application of legal procedures other than the three mentioned above. Thus, errors in law, or fraud, by a local board of education are punishable by indictment; an injunction is issuable where a contemplated board action interferes with the public interest; the "public interest" will be considered before contested board actions will be declared inoperative; and local board actions are not to be considered justifiable on the sole ground that their overthrow would bring "inconveniences to the public interest," so long as the law in the matter is clear.

The New Jersey statutes stipulate that educational controversies and disputes are to proceed through three levels of adjudication—the local board, the state commissioner of education, and the state board of education. Beyond these "statutory tribunals," of course, function the state courts, but these latter agencies are not mentioned directly in the statutes in connection with educational disputes.

With regard to the procedure to be followed in educational controversies, the courts have stipulated that the first recourse is to be to the statutory tribunals, and that, in general, the prerogative writs of the state will not be awarded until the remedies of the statutory procedures are exhausted; that members of a local board must actually be present at trial hearings conducted by the board, before they can participate in the adjudication; that the hearing of a school law dispute before the state commissioner is not to be limited to a mere review of the evidence taken before the local board but is to be a new hearing; that the decision of the state board of education concerning an educational controversy is binding on local boards until

set aside by certiorari; that the statutory tribunals are not vested with authority to substitute their discretion for the original discretion invested in the board; and that compliance with the statutory procedures regarding school law controversies does not affect the litigant's right to later access to the higher state courts.

Educational Legislation

While the New Jersey school law makes no mention of educational legislation as such, the courts have been called on to render opinions concerning such legislation. As a result, there exist the following controlling judicial principles with regard to educational legislation in general: powers conferred on local boards by statute are to be exercised in strict conformity with the enactment; for a local board to exert

authority in excess of the general school law, the authority must be granted by a special law; while school districts may be created by a special act, the government, maintenance, and support of the schools within the district are controlled by the general school law; where a local board action is affected by two statutes, the two are to be read together; special enactments relating to a local board are distinct and separate acts, and are not supplemental to an existing general act; in cases of conflict, a special statute prevails and is to be considered an exception to the general statute; statutory provisions pertaining to some phases of local board operations, (e.g., transportation facilities for pupils), state the minimum applicable requirements and may properly be exceeded by reasonable requirements promulgated by local boards.

II. CHARACTERISTICS OF MEMBERS OF BOARDS OF EDUCATION

Membership

Court opinion is settled in New Jersey that though the statutory school-controversy tribunals can pass on title-to-office disputes for immediate purposes, the ultimate determination is to be by quo warranto; that the title-to-office of incumbent board members will be sustained where the plaintiffs possess no rights to the membership at issue; and that the resignation of a board member must be tendered and accepted before the office will be considered vacant.

Duties and Powers in General

In essence, local boards in New Jersey are expected to act for the state board to whom is given the responsibility for establishing and providing for the maintenance, support, and management of a system of free public schools in the state. In order to so act, the local boards are given authority over the general supervision and control of public instruction in their localities.

As a consequence of the scores of instances where the state courts have ruled concerning the powers and duties of local board members, it would appear that the following principles are controlling: The rights, duties, and conduct of the office of board member are the same regardless of the source of the member's title to office; when performing judicial functions board members are to confer and act jointly, even though a simple majority may decide the action; board members are included within the terms of statutory provisions relating to actions of members of municipal boards or bodies; board members are charged with a knowledge of the official acts of board agents and of the contents of the minutes of the board proceedings; a local board is not liable for damages for injury to the person occurring in connection with board

performance of assigned governmental functions; in the matter of preservation from injury, a local board owes a board employee no obligation beyond that owed to the public at large; a local board is liable for personal injury in the presence of proof of active wrongdoing on its part; a local board is liable for the acts of its unauthorized agents where, by prior conduct, the board had created an implied agency; boards are not liable, by constructive imputation, for the frauds of their officers or the negligence of their employees; local boards are not authorized to make conclusions of law; and boards may delegate some of their powers (to board officers or employees) so long as the concomitant action involves no exercise of discretion.

NOTE. The second half of this paper, taking up the authority of boards of education to make contracts and the legal relations of boards with their teachers, will be printed in the November JOURNAL.—Editor.

OPPOSE COMMUNISM

An important resolution pledging the refusal of the organization's aid to any teacher who is a Communist, was adopted by the American Federation of Teachers at its 35th annual convention in Syracuse, N. Y., on August 22. The resolution reverses a stand as old as the Federation itself and recognizes the fact that communist and other totalitarian groups are committed to doctrines that neglect the seeking of truth. The new stand grows immediately out of a situation which arose in Detroit in 1949 where Mrs. Elinor Maki, an art teacher, was dismissed as a Communist after she had refused to answer questions on her communist connections in a congressional investigation.

The Federation repeated its stand on teachers' salary increases, federal aid to education without control, and expressed its concern about dangerous attacks on education.

THE MUSIC DEPARTMENT: Its Location and Equipment

Allan L. Niemi*

In determining the location of the music department within the school plant four factors deserve especial consideration: (1) Convenience to the auditorium stage and to other classrooms is of primary importance. Vertical travel should be avoided as much as possible unless adequate elevator facilities are provided. If there is a choice in the placement of the vocal and large instrumental rehearsal rooms in a two-story unit, the instrumental groups deserve preference for the ground floor location so as to eliminate unnecessary up-and-downstairs moving of heavy instruments and music stands. (2) A direct outside entrance is recommended, so that the main school building areas need not be opened or heated during the evenings when the music rooms are in use. (3) It is essential that all music rooms be close together, so as to simplify supervision of the activities. (4) The recent improvements in mechanical air-conditioning units, acoustical materials, and sound-proofing treatment of the music rooms has made the problem of physical "isolation" of the music department less important than it was a few years ago.

A separate music building has the advantage of natural isolation, although travel distance to the auditorium and to other classes may cause inconveniences. Some schools have constructed a connecting tunnel leading to the auditorium or the main school building. This tunnel is particularly valuable in cold and rainy weather. Because of the original cost of construction and the continuing expense of heat and maintenance a separate music building is not often found in the high schools of the northern states.

If the music department had exclusive use of the stage in the auditorium this location would have many obvious advantages for music instruction. It is a sound idea to rehearse the music groups in the same physical environment where the concert performances are held. This plan would eliminate adjustments to different seating arrangements and acoustical properties. If adequate storage facilities are provided back stage, the chairs, music stands, and other equipment need not be carried far.

*Teachers' College, Marquette, Mich.

But scheduling problems do occur when school plays, operettas, programs, and other activities are planned for the auditorium stage. Since music groups rehearse many hours before their performances, most music teachers prefer practice in rehearsal rooms and willingly forego the advantages afforded in rehearsals on the auditorium stage.

Even though some isolation is desirable, the difficulty of moving the instruments and equipment is the main reason for avoiding the second- or third-floor locations for the rehearsal rooms, particularly of the instrumental groups. If a large elevator is convenient, this location is satisfactory. Moving the instruments and equipment up and down stairs and through corridors exposes them to the danger of denting, breaking, and other damage. Basement locations are objectionable unless the rooms are absolutely dry, well ventilated, and fitted with full length windows.

There has been a recent trend to group special rooms needed for evening classes in a separate wing of the school building. This arrangement facilitates supervision, convenient access to the auditorium stage, economy of heat and light, and makes the planning driveways and parking areas easier. In most situations it is recommended that the music department be placed in a wing of the main school building.

Special Equipment

1. *Music Stands.* High quality, nonfolding metal stands which are heavy and durable; telescopic type with nonbreakable base are advisable. It is safe to supply 50 stands for an instrumental group of 75, or a ratio of 1:1½. Extra stands are needed for the practice rooms.

2. *Chairs.* High quality, nonfolding chairs with shelf for books and music are recommended. Comfort should be given consideration. The legs should have rubber

tips or rounded metal slides to protect the floors. String bass players should have wooden stools (30 in. high); swivel stools (throne) adjustable for height should be bought for the tympanist and percussion section. Cellists should have 19-in. high chairs designed to enable the players to sit on the forward edge when playing.

3. *The Conductor's Podium* should be movable and harmonize in design and material with the room or stage. The minimum size may be 8 in. high and the top 3 ft. square. A larger podium (14 in. high, 3 ft. square on top, with a 12-in. wide step on each end) is more satisfactory for larger instrumental groups. The top should be covered with rubber sheeting, and metal glides should be placed under the corners.

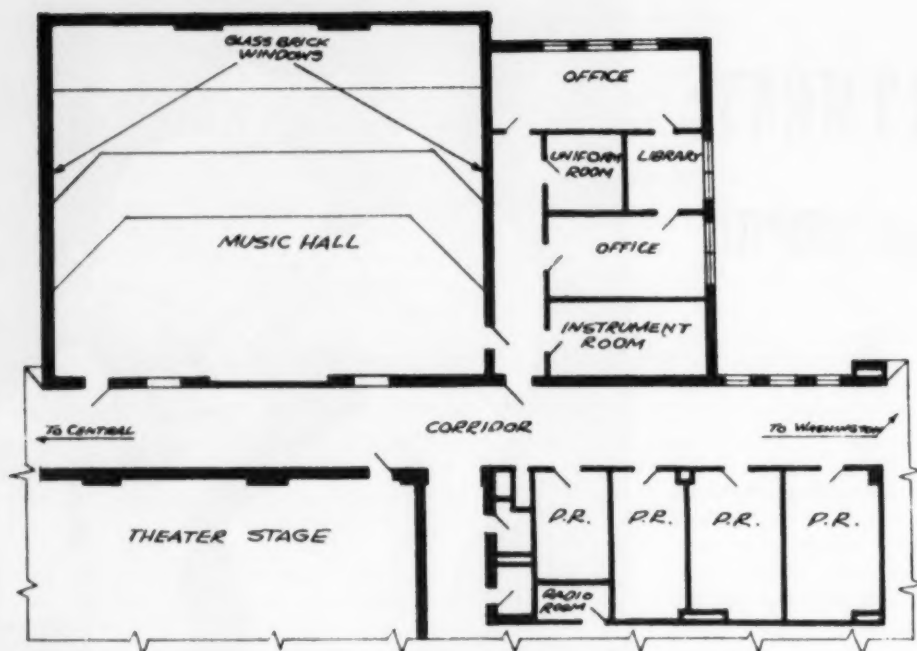
4. *Small Stage.* If the rehearsal room is used as a small auditorium a portable stage will be needed. The minimum size should be 8 ft. long, 6 ft. wide, and 12 in. high.

5. *A Cork Bulletin Board* for official notices, should be built into the wall near the director's office. This board should be fitted with an inside light and equipped with a glass door that can be locked. Another board about 30 by 30 in., in size, can be used for posting general information, advertisements, cartoons, and other less official news.

6. *The Chalkboards* should be permanent fixtures on both sides of the conductor's podium. They can be used to list the rehearsal routines, emphasize important announcements, and serve as a general teach-



"Before the Crowd Arrives" (Eastman prize photo).



A complete music department in small high school,
Aberdeen, South Dakota.

ing aid. Portable green chalkboards have advantages, and most music departments find them valuable. One side should have painted staff lines and the other side finished with cork for bulletin purposes.

7. *Miscellaneous Equipment.* (a) A movable coat and hat rack for use during the evening activities. (b) A flag and stand — if the large rehearsal room is used as a small auditorium. (c) A large roll-up picture screen; curtains and heavy blinds for darkening the large rehearsal room. (d) Tuning bars, metronome, radio, phonograph, recording equipment, duplicator, stroboscope (chromatic), motion picture projector (with sound), opaque projector, filmstrip and slide projector, microprojector, portable amplifier, and television equipment. Most of the equipment here listed is to be shared with the entire school.

8. *The Teacher's Office Equipment* should include a desk, swivel chair, chairs for students or visitors, filing cases, bookcases, shelves, coat rack, typewriter, telephone, a large mirror, key cabinet, pictures, and other articles to make the room attractive. Under certain conditions a private washroom with toilet facilities is desirable.

The Problem of Risers

9. *Risers or Platforms.* There are differences of opinion concerning the use of risers in the instrumental rooms. No doubt students in the back of the room and at the far sides have difficulty in seeing the conductor, unless they are seated on elevated risers. A higher conductor's podium will help solve this difficulty. Some schools use semipermanent or portable risers for the band and orchestra. This arrangement makes it possible to move the risers into the auditorium for the concert performance.

Other schools prefer two sets of risers — one in the rehearsal room and another in the auditorium. If the rehearsal room is large enough, this issue can be settled by using only a portion of the space in the back of the room for the terraces. Telescopic risers, mounted on rubber-tired wheels, can be arranged so that the terraces can be extended or "telescoped" into the back wall of the room. With this flexible arrangement, as many steps as are needed can be drawn out.

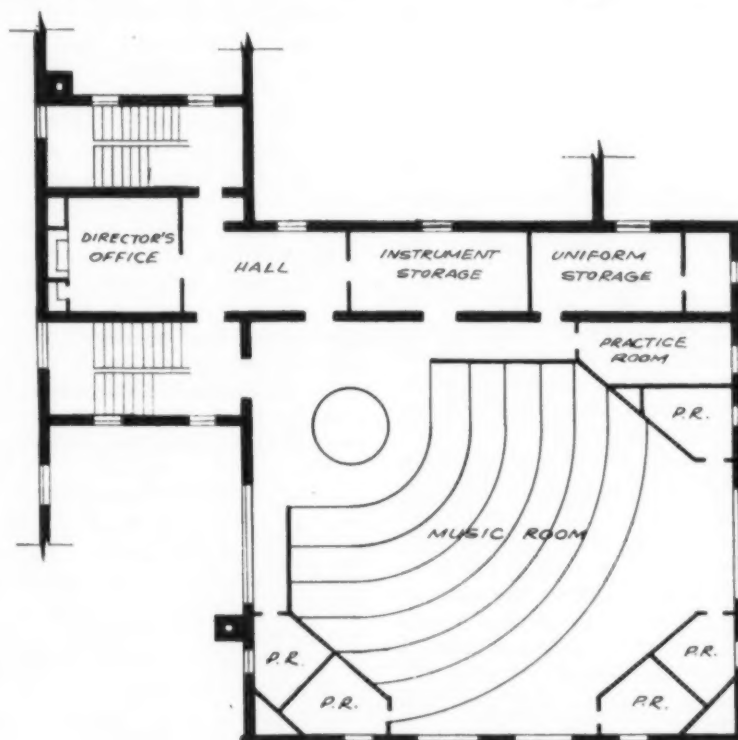
The conductors of the great symphony orchestras have discovered that when the brass and percussion sections are elevated in the back of the stage, they often over-balance the strings.

If risers are used, a width of 60 in. will prove adequate for the terraces. The top riser should have a width of 72 in. to accommodate the larger percussion and bass instruments. A 60-in. step is wide enough for a single row of instrumentalists or two rows of singers. In a combination choral-instrumental rehearsal room it is well to provide an elevation of about 10 in. for the permanent riser, so that an intermediate step 30 in. wide and 5 in. high may be used for the back half of the permanent riser. This extra riser may be portable, or it may be constructed as a "drawer" to be pulled out from underneath the 60-in. step when needed. Ordinarily, an elevation of 6 to 8 in. is adequate for the risers. A strip of white paint $1\frac{1}{2}$ in. wide or a rubberized nonskid tread on the edge of all risers provides an element of safety.

The number of semicircular terraces may range from one to nine, depending on the size of the room and the needs of the school.

Permanent or semipermanent risers are advised for rooms which accommodate both vocal and instrumental rehearsals. No risers are needed for the orchestra or band room unless the room is sufficiently large to seat the players on *either* the level floor or on risers, or if the risers can be folded or telescoped into the back wall. Whether or not risers are used, it is a good idea to paint lines on the floor to simulate the size of the auditorium stage.

(Concluded on page 92)



A music department planned for one teacher,
Adrian, Michigan, high school.

Job Classification for Noncertificated Personnel—II

R. M. Roelfs*

Are job-classification plans and procedures being used in large city school systems today? A study made last year reveals the extent to which school systems in cities of 200,000 population and over were employing job-classification procedures in the administration of the non-certificated personnel.

Forty-Nine Cities Studied

All of the cities in the United States of 200,000 population or more according to the 1950 census were included in this survey. The 49 cities in this category were located in 27 states and the District of Columbia. Data for this study were obtained from: (1) letters from school officials; (2) letters from civil service officers; (3) printed and mimeographed materials in connection with the classification of their noncertificated school positions; (4) printed and mimeographed materials developed by civil service authorities; (5) state school codes; and (6) recent literature on school and public administration, reports, and periodicals. The data obtained cannot be claimed to be either complete or uniform for the cities studied.

The job-classification practices in large city school systems may be summarized under the following headings:

Authority for Classifications

Boards of education are charged with the responsibility of establishing and maintaining the public schools. A board, by virtue of this position, is the final appointing authority for all school employees, noncertificated as well as certificated. However, the manner by which the noncertificated personnel are to be selected is not always left entirely to the respective boards of education.

Various types of legislation related to the noncertificated personnel have been enacted. In some states little or no mention has been made concerning this type of school employee while in others detailed instructions are given in the statutes to guide in their selection and classification. In some states the local civil service agency is given a free hand in classifying these positions, but in a few the pattern of classification that the cities must follow is established by state law. Much of the state and

municipal legislation concerning the non-certificated positions in the public schools is of civil service nature.

Officials in the 49 large city school systems derive their authority for classifying noncertificated positions from one of six sources or combinations of them. The distribution of the legal bases is as follows:

	No. of Cities
Board of Education Policy	24
State Constitution or General Statutes	7
City Charter or Municipal Ordinance	4
State Law and City Charter	12
Special State Legislation	1
Federal Civil Service Act	1

In the 24 cities in which the board of education possesses the authority to classify the noncertificated school positions, various persons or agencies have been delegated or contracted to assist in developing and administering a classification structure. The following arrangements have been used by one or more of these school systems:

How Boards Classify Employees

1. The classification plan developed by a consultant working with a committee of department heads and administered by the interdepartmental committee

2. The classification plan developed by a nonschool professional staff and administered by an assistant superintendent

3. The classification plan developed and administered by the personnel department of the school system

4. The classification plan developed and administered by the administrative staff, with an Employees' Council

5. The classification plan developed and administered by the superintendent of schools and his staff

6. The classification plan developed by the heads of the departments and administered by the personnel department

7. The board of education voluntary follows the scheme of classification of the city service, but school administrators administer the plan

8. The board of education delegates classification to the city personnel department which is using a plan set up by a professional survey staff

9. The classification plan developed by the board of education and administered by a board of examiners

10. The board of education classifies all positions except custodial, which are classified by a civil service board established by

state law but responsible to the local board of education.

11. The classification plan developed and administered by department or division heads.

Civil Service Classifications

When authority for classification of non-certificated positions does not rest with the local board of education, it is placed by law in a civil-service type of board or commission which is not responsible to the board of education. The noncertificated positions of the 25 large city school systems which are under some type of civil service program are classified into four types of commissions and agencies as follows:

	No. of Cities
Federal Civil Service Commission	1
State Civil Service Board	5
County or Municipal Civil Service Board	17
Personnel Commission	2

The first three of the above-named agencies are concerned with the classification of nonschool as well as school positions. The personnel commission, on the other hand, is established to administer the merit plan and classification program for school positions only for those California cities who choose to come under this law.

These commissions and agencies, which are independent of the school boards and which serve as the classifying authority for noncertificated school positions, vary considerably in the voice which they give to school officials in this venture. It is not unusual for the school officials to have little or no say in establishing qualification standards, policies concerning pay and promotion, and other personnel policies. In a few instances school officials have been invited to participate in the development of the classification structure, specifically in formulating standards for hiring. The rules under which most of these commissions are organized call for the certification of three names to the appointing school official, allowing him some choice in the selection, but the "rule of one" still prevails in a few. This leaves school officials wholly dependent upon the selection efficiency of the civil service commission for its personnel.

Some of the civil service boards have engaged a professional agency to prepare a classification scheme for their jurisdiction; others have developed the plan with local staff members.

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In 14 of the 27 states included in this study and in the District of Columbia, noncertificated school personnel were being classified and administered in some respects by agencies not responsible to the boards of education.

Classification Plans — Features and Use

Sufficient information was received concerning the classification developments in the following large cities to indicate that the plans in effect in these school systems were fairly complete: Akron, Birmingham, Chicago, Cincinnati, Jacksonville, Los Angeles, Newark, New York City, Oakland, Richmond, St. Louis, Syracuse, and Washington, D. C.

The following city school systems reported that classification studies, surveys, or resurveys were planned in the near future or were already under way: Chicago, Denver, Detroit, Indianapolis, Jersey City, Louisville, Miami, Oklahoma City, New York City, and Toledo.

The classification plans in use usually covered most of the noncertificated positions under the board of education. The positions most frequently excepted from the plan for one reason or another were: (1) school clerks who are sometimes hired as educational employees, (2) nonmanagerial lunchroom helpers, (3) unskilled jobs of various kinds, and (4) supervisors and heads of departments.

The classification plans in use were fairly uniform in organization. Nearly all school systems have classified the noncertificated personnel by title, although in several instances the titles were not appropriate. Slightly over half of the 49 school systems gave evidence that the classes had been defined by describing the duties and responsibilities of the class and giving examples of work performed. Approximately three fourths of the 49 school systems have established definite qualification standards for the noncertificated positions.

In general, there was evidence that those classification plans which were fairly complete in coverage and in containing the main features were being used for various personnel functions such as selection, promotion, dismissal, and compensation. In those cities where a formal plan with rules and regulations and class description did not exist, the classification structure served primarily for establishing the rate of pay.

The duties and responsibilities of the various positions served as the basis for classification in those cities which have taken a systematic approach to job classification. In the systems which have not yet undertaken a classification survey, school officials indicated that noncertificated positions were being classified upon one of the following bases: (1) qualification of the person in the position; (2) efficiency of the person in the position; (3) merit and efficiency of the employee; (4) performance of the employee; (5)

training and experience of the employee, and (6) personal characteristics of the employee.

Approximately three fourths of the large city school systems use a merit system of selection and promotion based upon competitive examinations for the noncertificated personnel. The examinations utilized for this purpose were usually written, oral, practical, and physical health.

Promising Practices

A few of the most promising practices in use in the large city school systems were the following:

1. A classification plan can be developed and maintained by the school staff with a little help from outside consultants.

2. In at least one instance the civil service commission and the board of education worked co-operatively in developing the standards of qualifications for noncertificated school positions.

3. There is some evidence of employee participation in the classification of positions.

4. It is possible for an understaffed personnel office to undertake a resurvey of all the positions in an organization by training and utilizing people in the regular school departments.

5. In at least one school system under multiple control and not under civil service, a fairly adequate classification plan encompassing all noncertificated positions has been developed.

6. Several school systems have organized personnel departments with professionally trained directors at the head for administering the total personnel work.

7. At least two cities are utilizing voluntarily the technical services of the city personnel department in order to insure equal treatment of both school and non-school workers.

8. Some of the plans developed are complete in all respects including detailed instructions concerning the installation and continuous administration of the plan.

Most Common and Serious Weaknesses

Some of the common and more serious weaknesses in the plans studied appeared to be the following:

1. Failure to include all the noncertificated positions in the plan.

2. Failure to define the classes of workers and to establish class specifications for all classes.

3. Lack of co-ordination of classification in school systems with multiple control and in school systems in which each department is permitted to develop its independent classification scheme.

4. The existence of different sets of rules applying to noncertificated positions in different departments in the same school system.

5. Some systems seemed to have too few

THE TEACHER MAKES A CLASSROOM

Carl C. Byers*

What makes a classroom a classroom? Is it the room itself? Is it the rows of classroom desks? Is it the pictures and posters on the walls? The textbooks on the tables? The chalkboards or the rolled-up maps?

Listen! Now the children enter with talk and jostling before settling down at their desks. Now we have a room filled with pupils, but not yet a complete classroom picture.

The teacher now walks in and it becomes a classroom. Yes, good teachers make good schools. When the teacher enters the room and closes the door behind her, she is on her own. No one can help her except herself. Either there will be a classroom situation that promotes joyful living or one that indicates dismal failure for everyone concerned.

As a teacher, you are a trained professional, one of more than 1,000,000 Americans, who become most important people in the school day of children. You are entrusted with the heaviest of all responsibilities—the safety, the moral values, and the intellectual growth of other people's children.

What you do to help children becomes "part of you" all through your life. They place a large measure of confidence in your suggestions to them. Chances are that they'll be happier, more human, useful, and co-operative because they've known you.

They're all important. They are tomorrow. They'll direct affairs of the communities in which we will live a few short years from now. "As the Twig is Bent" today will play an important role in shaping the course of events in the world of tomorrow. So, anything you can do to help youngsters makes you an important person, too.

The memory of a good teacher lives forever in the hearts of her pupils.

*Extract from a *Bulletin to Teachers* by the Superintendent of Schools, Parma, Ohio.

class groups, the present grouping being so broad that the titles are not descriptive of all positions in the class and the positions within the class differ to such an extent that they cannot be treated as a unit.

6. In civil service classifications, little or no distinction is made between school and nonschool positions of similar type of work in setting up qualification standards.

7. In civil service jurisdictions the board of education and school officials have very little voice in formulating the classification structure, the hiring standards, and the rules and regulations.

8. The board of education has limited control over the selection, promotion, dismissal, and compensation of its employees in some cities in which a nonschool agency is responsible for the development and administration of the classification program.

Ithaca's Revised Teacher Rating Plan

W. L. Gragg*

Aspects of teacher rating, particularly with respect to monetary reward for superior teaching service, have been presented in many educational publications during the past several years. Without support of an actual count, it is apparent that most writers have voiced opposition to merit salary plans. Opposition has been centered on the principles of merit rating as well as on the practical administrative obstacles to a successful operating plan. There has been a tendency to generalize one argument: that the whole idea of merit rating is an anathema to classroom teachers. Administrators tend to shy away from merit promotion of teachers on the supposition that the teachers don't like it, and their morale and efficiency would thereby be reduced upon application of an unpopular mechanism purporting to reward good teaching and encourage improvement of teaching that is not good.

The antithetic viewpoint on merit promotion deserves attention. Some classroom teachers sincerely feel that their expectation of higher salaries should be contingent upon their doing a better job. This is not an armchair observation but the expression of members of an advisory committee on teachers' salaries. Teachers serving on the committee have rejected the philosophy of paying more money merely for seniority of service. They were equally vehement in opposing a salary plan based primarily upon length of training or upon cost-of-living adjustments.

The Law Requires Rating

In New York State, attention to merit promotion in teachers' salary schedules is not raised as an academic question. The Education Law of 1947 expressly required all districts employing eight or more teachers to adopt a promotional increment plan. Under the leadership of the late Commissioner Francis T. Spaulding, the merit plan was implemented by local school boards and put into operation. While local programs were not universally popular or consistently effective, many school districts

did discover they could operate without encountering the alleged dangers of merit rating of teachers. On the contrary, the experience of our local school district in Ithaca proved helpful in the area of improvement of teaching.

In 1951 the New York law was revised to liberalize the method of promoting teachers to higher salary steps. No longer was it necessary to evaluate each teacher on the basis of his contributions in four specific areas — exceptional service to pupils, to the community, nonschool activities, and education beyond the required level. The standards or conditions for granting increments could now be based on any criteria the advisory committee desired and the local school board accepted. The revised law likewise removed a requirement that promotional increments be granted to a certain per cent of the total number of employed teachers in the district — a provision which was presumed to serve as a minimum guarantee, but which in many instances became a ceiling. The new law merely provided that local boards must adopt standards and conditions under which each teacher who qualifies must receive an increment following his twelfth and fifteenth year of service.

The framers of the New York State teachers' salary law exhibited prudence in requiring the local school authorities to provide for the participation of classroom teachers in the formulation and revision of standards and conditions for granting promotional increments. The success or failure of a promotional plan will be affected directly by the degree of participation of the teachers to whom the promotional standards are applied. Teacher participation serves further to develop greater understanding among the teachers, administrators, and board of their common problems.

Ithaca Plan Revised

After four years of experience with a



promotional increment program in the local teachers' salary schedule, the Ithaca board and teaching staff were in a position to exercise judgment with a high degree of confidence in revising promotional standards. Certain principles could be applied to the plan on the basis of proved worth. Foremost among the changes recommended was the elimination of numerical rating. Whereas the old schedule called for weighing the evaluations of the principal and supervisors according to a set formula, the revised plan makes for a nonmathematical evaluation which can be supplied without such arbitrary complications as are inevitable in a system where Teacher A receives a promotional increment with a final score of 90 and Teacher B fails to receive the increment because her final score is 89.

What had originally appeared to be a fair and objective device for evaluation became a somewhat unwieldy obstacle: evaluations were made independently by the principal and the respective supervisors. Inconsistencies in the rating of a given teacher by several supervisors made for difficulty in interpretation of the evaluation report as well as embarrassment of the parties involved. To overcome this predicament, the new plan calls for final evaluation to be submitted solely by the principal. The role of the supervisor has been modified to the status of consultant. The main purpose of the consultant is to help the teacher to improve the classroom instruction within the system. It is felt that this can be done more effectively if the supervisor acts in the capacity of a consultant rather than a critic. The consultant

* Superintendent of Schools, Ithaca, N. Y.
Ithaca's earlier teacher rating plan was described in the JOURNAL for July, 1949, pp. 23-25.

will make regular observations in the classroom in order to make constructive suggestions and will be available for conferences with teachers.

In the elementary schools the supervising principal will observe each teacher as many times as needed, preferably visits lasting one hour on two or three consecutive school days. The principal will fill out an observation report to be used in a conference with the teacher and as source material for an evaluation sheet. The latter will become the permanent record of each teacher. For the purpose of improving teaching techniques, special subject consultants will likewise use observation reports, following classroom visits, in consultation with the teacher as an aid to improved teaching rather than as an exercise in rating.

A similar procedure will be followed in secondary schools, modified to rely upon fewer visits by the supervising principal and correspondingly more visits by the supervisor, director, or department head.

All non-classroom teaching personnel — nurses, counselors, librarians, other specialists — are eligible for merit salary promotion. Inventory forms adapted to the nature of the work of the nonclassroom teacher will be employed by the supervisors.

The Observation Reports

To utilize the extensive understanding the consultant will have gained relative to the teacher's service, the consultant will write an annual review of each teacher, emphasizing his strengths and weaknesses. The review is based on classroom visits by the consultant and conferences with the teacher. The review will be used by the principal as one source of material for the final annual evaluation of the teacher. Annually the principal will fill out an evaluation form for each of his teachers. Source materials for the evaluation will include (1) the teacher's personal record of additional training, special service, and activities; (2) consultant's reviews; and (3) the principal's record of supervisory observation.

The form and content of the two types of record cited above are worth description. The *observation report* is a 6 by 9-in. three-ring punch sheet, with space at the top to provide for the name of the teacher visited, department or grade, subject being taught, and number of pupils involved. The bulk of the form is a blank calling for facts and comments about the lesson observed. The bottom of the form indicates when a conference is to be held, the type of visit — whether scheduled, unscheduled, or on the invitation of the teacher — the date and time of the visit, date of the report, and the signature and position of the observer.

The *evaluation form* is a four-page 8½ by 11-in. folder which is introduced by the necessary identifying information about the teacher, his position, and the evaluator. The evaluative device is divided into five

main sections. These are outlined below, together with notes on method of marking the evaluation.

I. Direct Service to Pupils

- A. Physical well-being of pupils
- B. Teacher-pupil rapport
- C. Organization of necessary routine
- D. Appearance of the classroom
- E. Care of school materials
- F. Outside help to pupils
- G. Avoiding undue domination

(A space is provided after each item for evaluator's comments, followed by a single evaluation for the section, direct service to pupils: fair, good, excellent, with gradations of plus and minus under each degree — amounting to a nine-point scale.)

II. Teaching Ability

- A. Evaluation of subject matter and application to present-day needs
- B. Knowledge of subject matter
- C. Organization of the work
- D. Definiteness and clearness of aim
- E. Preparation of lessons
- F. Presentation of work
- G. Effectiveness in securing pupil participation
- H. Effective use of questions
- I. Knowledge, use, and interpretation of tests and testing techniques
- J. Skill in making assignments
- K. Skill in development of study habits
- L. Ability to awaken interest and effort
- M. Attention to individual abilities and needs
- N. Aptness in using references and illustrative materials
- O. Development of critical thinking
- P. Development of habits, attitudes, and appreciations
- Q. Ability to teach self-discipline
- R. Ability to develop proper social control

(After each item the evaluator checks fair, good, or excellent. At the end, the nine-point scale is repeated for the section, Teaching Ability.)

III. Contribution of the Teacher to the Total School Program

- A. Participation in faculty meetings
- B. Faculty committees
- C. School sports
- D. School paper
- E. Assembly and other programs
- F. Club program, after-school sports
- G. Noon hour, bus duty, other special assignments
- H. Home rooms
- I. Playground
- J. Traffic
- K. Evening meetings
- L. Student organizations
- M. Other contributions

(Space is provided opposite each item for evaluator's comments, with the single evaluation record at the end as in sections I and II.)

IV. Personal Qualities of the Teacher

- A. *Professional attitude*
 1. Reads professional literature
 2. Ethical conduct
 3. Respect for the teaching profession
 4. Promptness and accuracy with reports
- B. *Traits of character*
 1. Generally cheerful
 2. Loyalty
 3. Sense of humor
 4. Honesty
 5. Truthfulness
 6. Integrity and sincerity

7. Sympathy
8. Courage

C. Qualities of the teacher

1. Personal appearance
2. Energetic approach to teaching
3. Pleasant voice
4. Poised manner
5. Adaptability to varying conditions
6. Initiative
7. Self-reliance
8. Tact
9. Self-control
10. Sense of fairness
11. Accuracy
12. Leadership
13. Sympathy and understanding of the young
14. Responsibility
15. Sense of proportion
16. Resourcefulness

(Space opposite each item calls for an evaluation — fair, good, excellent. The same over-all evaluation for the section follows.)

V. Professional Growth of the Teacher

- A. Education
- B. Workshops
- C. In-service training
- D. Summer school
- E. Attendance at conferences
- F. Co-operation with a cadet teacher program
- G. Speaking engagements
- H. Community service
 - I. Visiting other schools
 - J. Professional reading
- K. Travel
- L. Writing for professional publications
- M. Other evidence

(Space after each item is provided for comments, and the evaluation of the section is filled in at the end.)

The evaluator places a total evaluation of all contributions of the teacher at the end of the scale, writing out one of the words — fair, good, or excellent — as the single evaluative mark for the teacher for the year.

Some Underlying Principles

A teacher rated excellent in four of the five major categories will be rated excellent for total service for the year. Master teacher increments, salary steps beyond a prescribed number of automatic annual increments, will be awarded to each teacher who has been rated excellent for five consecutive years preceding the level at which the increment may be granted.

Critical reflection upon the evaluation program described here will reveal a high degree of subjective treatment and a marked lack of objectivity. Nowhere does one find a definite measure of pupil growth as a criterion for rating the teacher. It should be noted that the plan is deliberately subjective. One of the apparent weaknesses of the evaluation program in Ithaca prior to the revision described here was the futility of obtaining an objective measure of every aspect of good teaching. The writer shares with the teachers, who devised the procedure and formulated the standards, the belief that complete objectivity in teacher evaluation is impossible.

(Concluded on page 92)

When Is a Birthday?

The Superior Court of Pittsfield, Massachusetts, commands the North Adams School Committee to admit an underaged child to school.

*Robert N. Taylor**

The Superior Court of Pittsfield, Mass., on July 25, 1952, by a writ of mandamus ordered the School Committee of the city of North Adams to admit to kindergarten on September 3 a minor child whose birth date is October 1, 1947. This command contradicts a directive of the School Committee to the superintendent of schools and is contrary to the interpretation of this directive by the superintendent and to a rendered opinion of the city solicitor. The rules and regulations of the School Committee are available in mimeographed form and the section under question reads as follows:

Article XIII, Section Ib

Pupils shall be admitted to the public schools in one of the following ways:

To the kindergarten after a successful completion of the nursery school course, formerly called the kindergarten course, or by being five years of age on or before September 30. This group will attend both the morning and afternoon session and they shall be given a program so as to prepare them for the formal work in the first grade.

The superintendent of schools issued a written directive to parents who were planning to register their children for kindergarten. His instructions gave the date, time, and place of registration; furthermore, parents were requested to bring a copy of the child's birth certificate as evidence of age. It has been the practice in this city to admit to school all children whose birth certificates are dated through September 30.

Suit Is Brought

One parent, extremely anxious to have a child enrolled this year, conferred with her attorney who in turn requested a hearing before the School Committee in order that he might present an opinion he had with regard to the age of his client's child who he claimed to be five years of age on September 30 though his birthday is celebrated on October 1. The School Committee refused to grant the hearing. The attorney then asked the superior court in Pittsfield to issue a writ of mandamus against the afore-mentioned School Committee and superintendent ordering them to admit his client's child to school. In presenting the case the city solicitor emphasized the purpose and intent of the School Committee with regard to its own ruling, this intent being the exclusion of all children born after September 30. The complainant's attorney stressed the point that the child reached his fifth birthday on September 30, the day before his birthday. To fail to admit a child within said category, if otherwise qualified,

would be arbitrary discrimination and hence, contrary to the law of the commonwealth.¹

The Court's Opinion

Superior Court Judge Charles Rome in his consideration made immediate reference to a well-known state supreme court decision in which a person was declared to have reached his majority the day before his twenty-first birthday.² Supreme Court Justice Ames stated, "A person who was born on the 8th

¹*Antell vs. Stokes*, 287 Mass., at pp. 105 and 106.

²*Oscar Bardwell vs. Samuel Purrington*, Vol. 107, p. 419, Massachusetts Supreme Judicial Courts.

day of September, 1852, would become of the full age of twenty-one years if he should live to the seventh day of that month in 1873. He would be entitled to be considered as having attained his majority at the earliest minute of that day." It is a fact then that the law does not recognize fractions of a day. On these grounds Attorney Lenhoff for the petitioner claimed that this child becomes five years of age on September 30, 1952, even though his birthday is celebrated and his birth certificate is dated October 1, 1952.

The School Committee of the city of North Adams has been left with three courses of action:

1. To conform to the claim of the Superior Court and admit all children born on October 1, 1947, to the kindergarten in September of the current year and in the future admit all October 1 children to kindergarten.

2. Change its rules and regulations by eliminating the term, "five years of age," and instead use the phrase, "children whose birth certificates are dated later than September 30 will not be enrolled for that school year."

3. Appeal to the supreme court of the state of Massachusetts for a new judgment.

The School Committee of the city of North Adams has voted to accept for the present the mandate of the court and is following the first stated course of action.

A Salary Policy for All School Personnel

*Everett A. McDonald, Jr.**

Recently the board of education of the Union Free School District No. 1, located in the town of Westbury, N. Y., approved a salary policy plan which provided for a salary schedule for all school personnel. The schedule for professional personnel is of a single-salary type and administrators and directors is tied directly to the basic teachers' schedule. A similar plan was set up for nonprofessional personnel and the result of the two plans uniformly united under a single, salary policy provides salary schedules for all employees of the district.

All personnel are divided into various classes within their respective categories. For instance, teachers are classified as Class I, II, III, and IV. Class I teachers are those who are not completely certified for their position; Class II are those who have a full certificate and whose salaries range from \$3,250 to \$7,000 with annual increments of \$250 each; Class III teachers are those who present evidence stating their equivalency to a master's degree and whose salaries range from \$3,500 to \$7,200 with a \$250 annual increment. Class IV teachers are those who present evidence of graduate

study beyond the master's degree and their salaries extend to \$8,000.

After the 15 annual increments have been awarded, a teacher may apply for merit and request that his salary be raised above the maximum. In other words, the maximums of \$7,250 and \$8,000 are for automatic increments and may be increased for individual teachers depending upon the approval of the board of education.

Teachers may move from one classification to another any time during the school year by presenting to the superintendent the necessary credentials for acceptance into the new classification. It is now possible for Westbury teachers to realize the salary of \$8,000 within 15 years after beginning their teaching careers.

Supervisors' Salaries

Directors and principals are tied directly to the teachers' salary scale. To figure an administrative salary, the administrator takes the same position on the scale as a teacher for the same training and experience. To this salary figure is added an increase for the additional responsibility (25 per cent for principals and 10 per cent for directors). To this

*Superintendent of Schools, North Adams, Mass.

*Superintendent of Schools, Westbury, L. I., N. Y.



The Dearborn, Michigan, board of education has received a check for \$1,000,000 for the expansion of the Dearborn Junior College to be renamed the Henry Ford Community College. The gift derived from assets from the Henry Ford Trade School which has been closed will be supplemented with further funds which the trustees of the Ford Trade School will present to the board.

The board of education will build new shops and laboratories, a new library, gymnasium, and administrative offices on the grounds of the Miller school building, one of the newer school structures. A complete college campus will be ultimately developed.

In the picture (seated left to right): Martin A. Wellna; James R. Ford; Mrs. Orpha R. Ferrier; Dr. Grant U. MacKenzie; Dr. Edmund W. Waskin; Oliver E. Risk, Jr. Standing: Chairman of the Henry Ford Trade School Board of Trustees, Theodore O. Yntema; Mayor of Dearborn, Orville L. Hubbard; Superintendent of Schools, James A. Lewis. Missing: Frank C. Aldrich.

is further added an increase for experience in that position. This amounts to 1 per cent per year. The first differential is known as the administrative differential and the second as the experiential differential. Therefore principals having 25 years' experience as a teacher and/or principal may earn as high as 50 per cent over and above teacher salary maximums stated above.

Secretaries, custodians, and cafeteria workers have a separate salary schedule which embodies the same principals as those used in the professional salary schedule. This has resulted in a better feeling of equality in so far as all employees are treated equally with respect to financial remuneration.

The most serious problem presented by the establishment of the new schedule was the transition from the old salary schedule to the new. To do this the following steps were taken:

1. All nonlocal experience which was recognized by $\frac{1}{2}$ credit on the old schedule will be recognized as full credit over a period of three years by increasing the fractional recognition each year from $\frac{1}{2}$ to $\frac{3}{4}$ to $\frac{5}{8}$ to full credit.

2. The annual increment which varied according to experience was established at \$250 and it will be noted that it equals the graduate-study differential, so that for two teachers with the same experience, the one with graduate credit will be one increment ahead of the teacher with undergraduate training.

3. To attain the position on the new schedule a maximum annual increment was established in the formula. This maximum annual increment is

awarded to teachers whose differential between the old schedule and the new one is greater than the actual annual increment and the amount is established each year by the board of education. This year's maximum annual increment amounts to two regular increments or \$500; \$600 for directors; and \$750 for principals.

4. All teachers whose salaries did not comply with the old salary schedule by reason of error, double contract, etc., received an adjustment to bring their salaries in line with all other teachers of the same experience and training. All teachers who were receiving salaries above the salary schedule due to former merit requirements, etc., were allowed to retain those extra salaries since the elimination of such "extras" would be in violation of an agreement made by a former board of education.

The new salary schedule is designed to be a basic salary schedule whose formula can be adjusted to meet economic situations as they arise. The salary paid to all employees is the only salary paid and "extra" pay for extra duties to teachers and principals is eliminated. It is the strong feeling of the board of education that the responsibility of the profession implies acceptance of professional responsibility and extra pay for extra duties prostitutes the profession to a time-clock basis.

PROMOTES GOOD PUBLIC RELATIONS

Dr. Carl C. Byers, of Parma, Ohio, promotes better relations between teachers and

the community and urges that the teaching profession observe the following eight points:

1. Good public relations for the teaching profession begins with you.

2. You have a selling job to do, both in the classroom and in the community. A good classroom teaching job is good public relations for any school system.

3. Be an emissary of good will for the schools, building confidence and respect for the teaching profession at every opportunity.

4. Be proud of your profession. Be proud of your position. Do your job in such a manner that the community will be proud that you are an employee in the Parma schools.

5. Show an interested and sincere attitude toward both pupils and parents.

6. Know the facts regarding building and operating proposals and what their approval will do for the schools.

7. Attend community meetings as evidence of personal interest to the board and other interested citizens who give of their time and effort for expanded educational opportunities and facilities for the boys and girls in the schools.

8. The ultimate aim of our daily efforts should be to make the citizens of the school district keenly conscious of their schools. If what we are doing for the boys and girls is sold on a day-to-day continuous basis, then community interest and support will be available to meet current needs.

Local Control in a Rural School District

*Dr. Lawrence E. Turner**

The audience gathers in a one-room school that was built sometime before 1900. As the people come in through the vestibule, they are tempted to yank the bell rope, and clang the bell overhead—that same bell that had in yesteryear called many of them to school in this very room. Force of habit almost dictates that they hang their wraps on the hooks in the vestibule, and put lunch pails on the shelf above the hooks. They pass the new drinking fountain, but it stirs no memories; it is a convenience added since their time. As the first comers enter the room they turn the knob of the wall switch that controls two drop lights. These are also recent additions, and the glare of two 150-watt bulbs illumine the scene.

The softwood floors have been oiled annually, and they are black from the oil and the accumulation of the dirt of the years. The plaster is cracked and patched; the woodwork has been painted a battle-ship gray, but this covers neither the scratches in the wood nor the dirt deposited since the last paint job. The seats are fastened to the floor, and face the teacher's desk—piled high with books, papers, magazines, ink bottles, a chalk box, a potted plant, pencils, pens, and other "instructional supplies." In the back corner a cupboard is bulging with books, construction paper, modeling clay, and other busy-work materials. The library table has a few supplementary texts. The windows, too high to see out when occupying a seat, have curtains over the lower half; potted plants rest on the window ledge. The blackboard—made by painting slate paint over the plaster, is rough and full of holes. A globe hangs suspended in the front of the room, and a battered map case hangs above the front blackboard. George Washington surveys the scene from his vantage point high above a dust covered and faded American flag.

A hush falls on the group as the regional survey director for the state commission on school districts comes in. The clerk of the board of trustees helps him set up his chart stand, and introduces him to the other members of the board and to a few of the individuals present. The occasion for the meeting is to have the director explain

a plan of school district reorganization and to tell what effect the plan will have on this particular school.

The regional survey director tells the people about the plan for reorganization of the area into one strong school district, and explains the educational benefits to children that would accrue. When he calls for questions and comments, the clerk says—

"We do not like the plan. It would take away the control of our school, and put it in some other place. The school board in town would tell us what to do. We like to have local control of our school."

"Yes," agrees the director, "under our American system of public education, local control over the schools of an area is essential. By 'local control' I am referring to the system whereby the people of a district through their own elected board of trustees have a voice in the management of the schools that operate in that area. And under our American system of public education, it is assumed that the schools operate in order to provide educational services to boys and girls. Now, let us examine the local control that operates in this particular area."

"The people of the district elect their own board of trustees," the clerk brings out and the audience nods.

"That is correct," agrees the regional survey director. "How many people voted at the last election?"

Everything is quiet. Finally one lady speaks rather sharply, "I can tell you. I served on the election board. There were three votes, because all of the election board voted!"

"Very interesting!" muses the survey director. "Perhaps that is an index to the interest the people of the district really have in local control. But let us examine the local control further. In order to give educational services to the children, it is necessary to have a teacher, and—"

"And the board of trustees elects the teacher," the clerk interposed.

"That is fine. The law makes it the responsibility of the board to hire a teacher. Does the board elect whatever teacher you wish?" asks the survey director.

"Well, yes," hesitates the clerk. "But, of course, an applicant is sent out to us from the county office."

"In other words, you elect whomever the county superintendent of schools has approved for you to elect. That, at least is a variety of local control." The survey director goes on with the questions. "You can't have a school without a course of study. Do you make your course of study for your school?"

"Oh, no," responds the clerk. "That is made for us by the county board of education."

"And rightly so," says the regional survey director. "That is a technical phase of education within which local citizens, however well meaning, are not competent by training and experience to act. But let us proceed. The instructional supplies that you use—do you purchase them wherever you please, and in whatever quantities you please, and whatever kinds you please?"

"Well, no," answers the clerk. "We buy them in accord with the rules and regulations of the county board of education, and we select them from a standard list that is sent out from the county office. We don't know where they are bought, because about the time that school starts they are delivered to us by a truck from the county seat. We get a bill from the county office for the supplies, and we always issue a warrant for that whenever it comes."

"Yes, and from what sources does the money come that you use to pay that, and your other bills," the regional director goes on.

"We pay it in taxes. We are levying an 80-cent tax per hundred dollars of assessed valuation, and it costs us heavily." The members of the audience nod a vigorous approval, and mumbles of heavy assent can be heard.

"You are not a wealthy district, and you are paying the maximum tax rate allowed by law; yes, you pay a portion of it. But," the survey director hurries on, "in your district last year you expended \$6,426.21. The state supplied you with \$4,918.16. In other words, the state apportioned to this district approximately 76.53 per cent of the total amount that you expended last year."

The audience, including the clerk, seems visibly surprised, but the director does not pause for discussion of that point.

"You have told me that you have some

*Executive Dean, Humboldt State College, Arcata, Calif.

special instruction in sewing, manual training, art, and music. Do you supply that training yourself?"

"No," says the clerk. "That comes from the county office."

"And does it come at a time when it is convenient to your teacher — when it is appropriate to what she is trying to do?"

"No, these special teachers have quite a number of schools to get to. They come at whatever hour the county superintendent arranges, every other week."

The director hurries on, "The supervision of the teaching. Do you have local control over that?" This is fast becoming a catechism.

"No, that is supplied by the county office."

"Do you make your own budget?" the regional survey director asks.

"Well, no. The budget is such a complicated thing that we don't know how to make it out. The county office makes it for us. We look at the total amount, and if it isn't too high, we approve it and send it back."

"I don't think we need to pursue the question of local control any further," said the survey director. "I could ask you about how much control you have over your attendance supervision, over your health program, over the co-ordination of your program with the high school program, over the textbooks you use, and the supplementary books that you supply, and over many other phases of education. In all of the instances, you would be forced to admit that control over all of these matters is under the control of someone else."

"Please do not misunderstand me, because I am not saying that the services rendered by county superintendents of schools are not worthy and necessary. They are most important, and county superintendents of schools are to be congratulated upon the fact that they have the vision and the interest in children that prompts them to supply these services when local school districts cannot furnish them. Besides, a great many of the aspects of modern education have become complex, and too difficult for the lay board of trustees to care for. You have mentioned the making of the budget. That is only one of the phases. These are the tasks that in strong districts are performed by trained administrators who are responsive to the wishes of locally elected governing boards."

"Furthermore, under our laws, most of the educational services furnished you by the county-schools office are paid for by the state on an approved budget basis. This means that the county superintendent and his staff decide what educational services your school — and the rest of the county schools — should have, and presents a request for state funds to pay for these services. If the particular official in the state capitol approves the request, your children profit by the service. If he dis-

approves, your children suffer, and there is nothing that you or your board of trustees can do about it.

"It seems apparent that, although the people of the district have gone through the motions of electing a board of trustees, actual local control of the educational program in weak districts such as yours has vanished. However, before I conclude, let us be certain whether some vestige of local control, still exists." The regional survey director stops speaking. Quiet rules as the audience ponders the question. Finally the clerk speaks —

"Well, the board of trustees is responsible for taking care of the building."

The people looked around at the results of local control. The survey director sat down. The meeting adjourned.

* * *

SOME DISCIPLINE CONFERENCE TECHNIQUES

"A blank page in a little notebook — how valuable in the solution of discipline problems," observed an administrator whom 25 years of experience had left battle-scarred but not cynical.

He insisted upon student, teacher, and parents (if possible) being present at the conference and usually opened it with these introductory remarks: "Well, we have a problem to solve because our school system is not perfect. If it were, we would not have misunderstandings. Perhaps, if I had been more efficient in the administration of this school, this difficulty would not have arisen. I want you to know that, if anyone is to blame, it is me."

He continued, "Won't you forgive my imperfection and help me with a collection? I am keeping a record of all perfect people that I meet. (At this point he would exhibit a blank page in his pocket memorandum notebook except for the title, "*Perfect People Whom I Have Met*.") I would like to record the names of any perfect people whom you know."

After a brief pause, he said, "The other day I read an interesting statement by the coach of a basketball team that had won a national championship. He jubilantly stated, 'I'm not mad at anybody.' Any winner can exemplify this spirit but noble people have this attitude at all times. I am sure you have this noble quality."

He concluded, "We try to observe the following principles in a conference of this type. They have always enabled us to work out a satisfactory solution."

"First, listen in a friendly, sympathetic, and understanding way to everyone."

"Second, remember there are no perfect people."

"Third, you know how the other person looks to you. Try to visualize how you look to him."

Although not a verbatim report, the foregoing is an account of an actual meeting held early in 1949 in an actual school district. It serves to emphasize that, although the venerated forms of local control still exist in weak school districts, actual local control has been filched from them either because of lack of interest, or because of inability to pay at the local level for desirable and adequate educational services.

It is only in strong school districts — districts with enough children and sufficient wealth to support an adequate school program — that true local control exists. Only in strong school districts can the local electorate through its duly elected representatives influence the selection of personnel, the curriculum, the plant, and the total offering of educational service in the district.

"Fourth, resolve to treat the other person as you would want him to treat you if you were in his position."

"Fifth, suggest things I can do to prevent a recurrence of misunderstandings of this type."

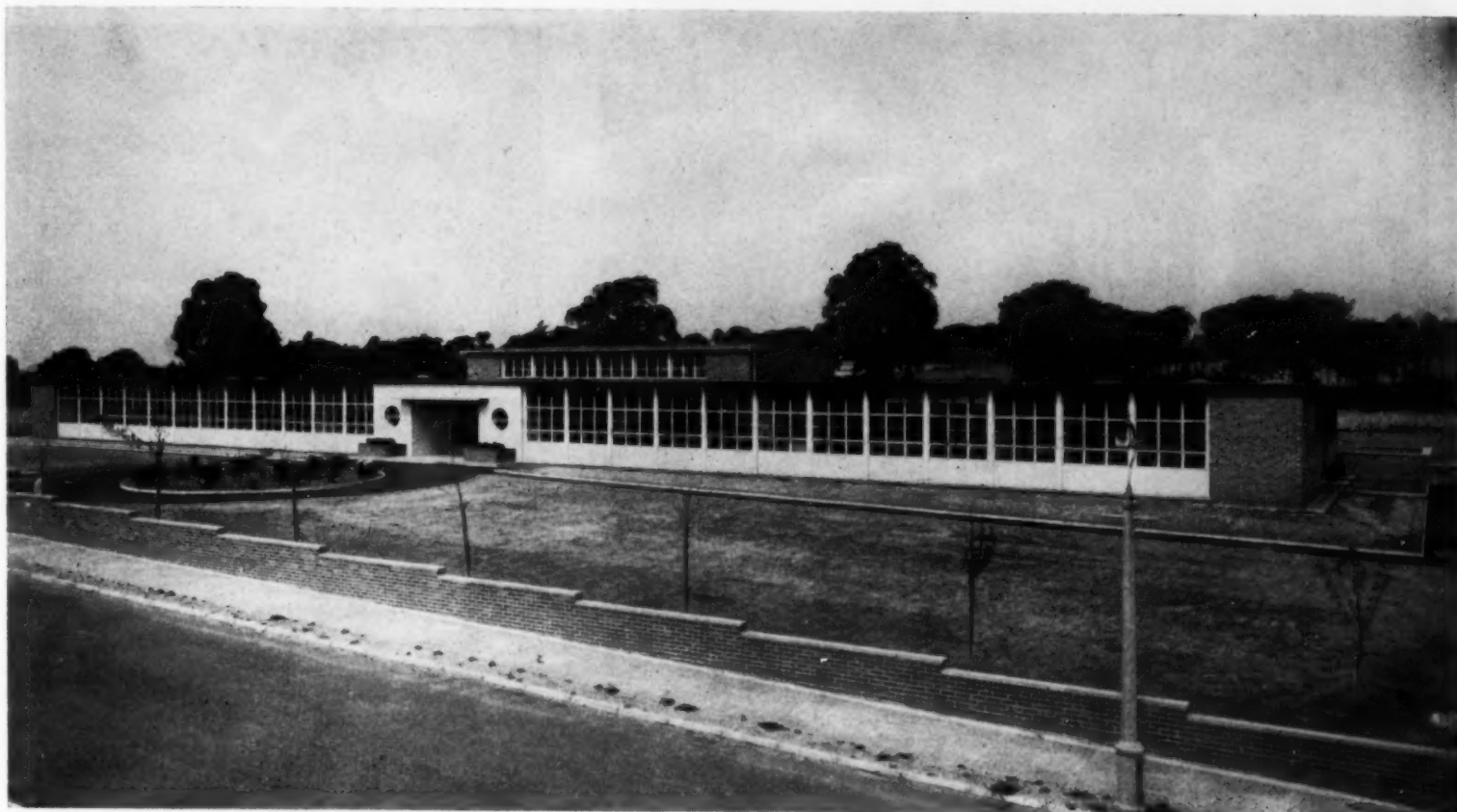
Postscript: Don't have any misgivings about the solution of problems by the simple application of rules. Principles are only effective when they correspond with the philosophy of the user. This administrator preferred to give credit for his success to others. When asked about his philosophy, he said:

"I have learned the little that I know from others. When Dr. Jung, who spent a lifetime working with mental misfits, was asked why he hadn't lost faith in humanity, he stated that he had no illusions about people because he didn't expect perfection. I learned from him never to expect perfection. I try to give everyone a just hearing and don't believe anyone has come out second in the settlement of a misunderstanding. I sincerely believe everyone can emerge triumphant and be much wiser and happier."

"I try to accept responsibility for the trouble. I invite those present to do something for me — to make suggestions. I am not afraid to obligate myself to others by having them do something for me. Giving and receiving should be mutual. Putting others under obligation to us by giving and never receiving is unfair. It doesn't make for healthy human relations and breeds neurotics."

"I have faith in my methods. I do not attribute their success to any magic touch of mine but rather to implicit faith in the Golden Rule and the desire of all people to help carry one another's burdens if appealed to in an understanding way. I believe this philosophy with all my heart. That is why it works."

— BRICE DURBIN



*The Littleover County Infants School, Derby, Derbyshire County, England.
F. Hamer Crossley, F.R.I.B.A., Architect.*

A BRITISH PRIMARY SCHOOL

The Littleover County Infants' School at Derby is an interesting example of a British primary school building completed since the conclusion of the war. The school is planned to accommodate 160 children, aged 5-7 years.

The building is one story high and consists of four classrooms, an all-purpose room, a kitchen, the necessary cloakrooms, toilets, a medical room, and a room for the teachers.

The building occupies a site of six acres which has been selected in order to make room later for a nursery school for children, aged 2-5 years.

The building is basically E shaped with the all-purpose room immediately behind the main central entrance. The classrooms flank this main entrance, and the cloakrooms, toilets, and washrooms are at the extreme ends of the wings.

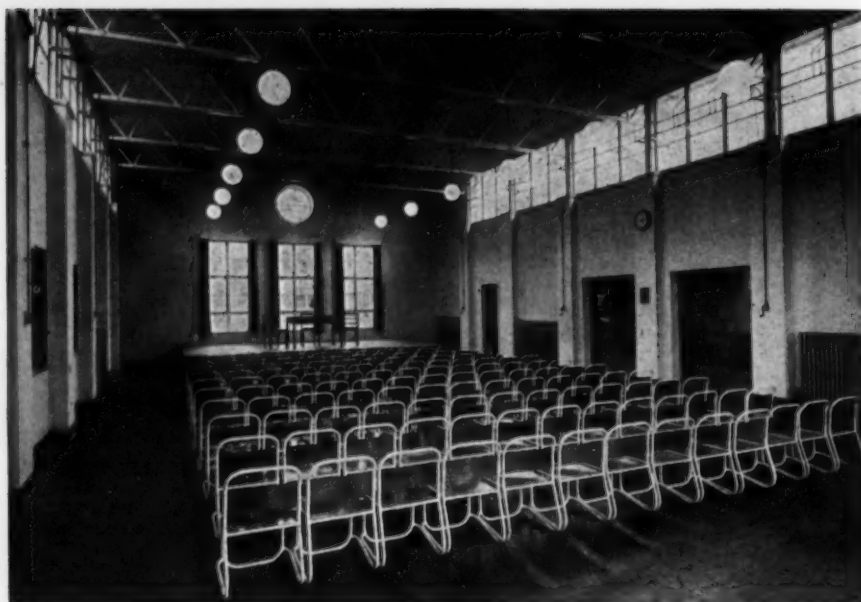
The all-purpose room has a floor area of 1800 feet and is fitted with movable chairs to seat all the children. The chairs are of the nesting type and are stored in a separate room when the hall is required for play or dining purposes. The platform at the front end is

built in sections, is demountable, and is stored in a separate room when necessary.

The classrooms have a southeasterly aspect and are provided with clerestory windows above the corridors. No mechanical ventilation is provided; the windows are depended



A typical classroom fitted with movable table desks and chairs.



The assembly hall takes into account the fact that the children are of primary school age only.



The entrance lobby is lighted with plastic bubbles in the ceiling.

upon for this purpose.

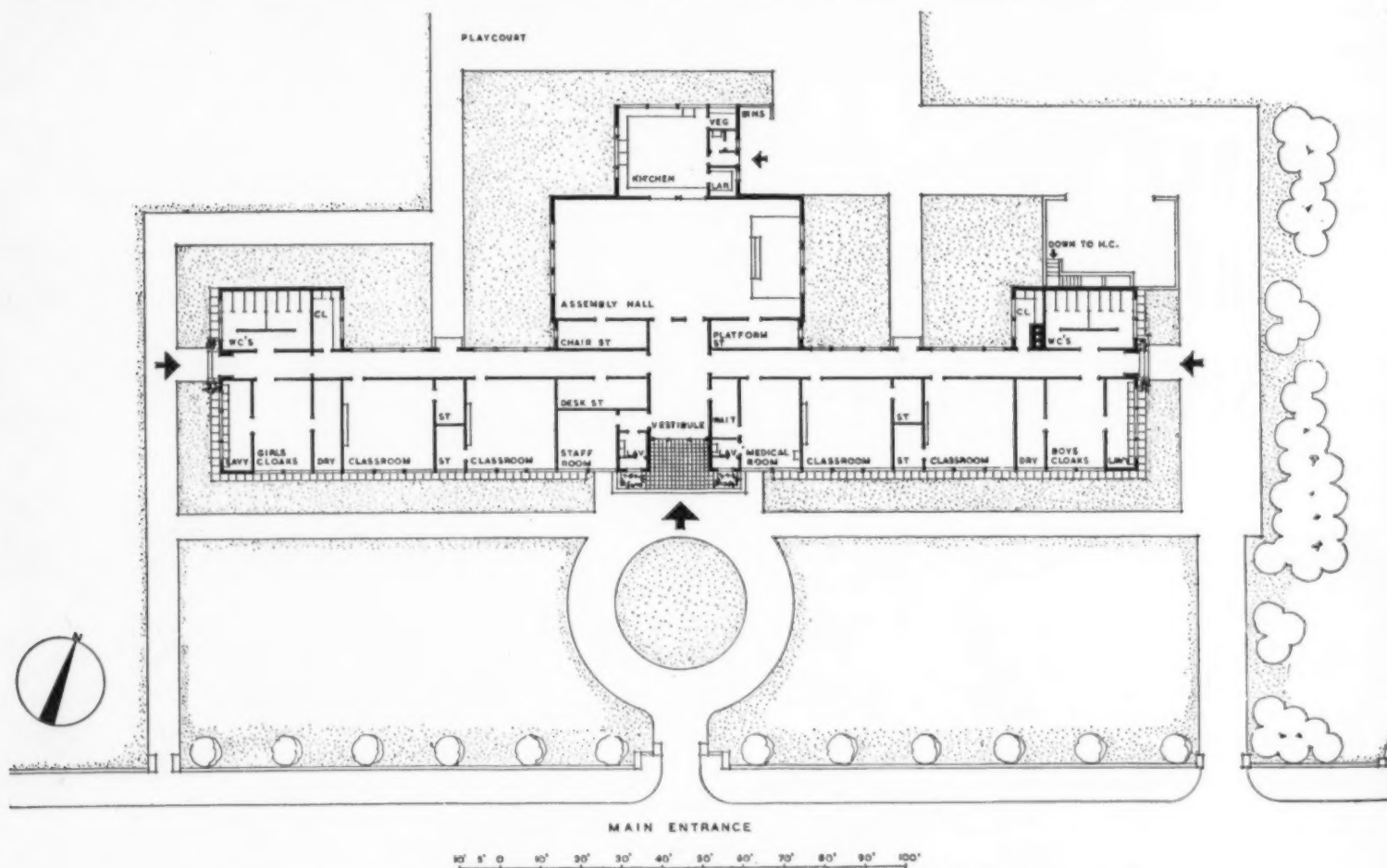
The building is of light steel construction, planned on a grid of 7 ft. 6 in. for economy in erection, labor, and materials. The exterior walls are faced with wire cut brick; the roofs are covered with reinforced "thermacoust" slabs and finished with a "ruberoid" material. The floors are precast concrete slabs covered

with linoleum in the classrooms. The assembly room has a hardwood finish floor; a mastic has been used in the corridor floors. The cloakrooms, toilets, and lavatories have terrazzo floors.

The building is heated with low pressure hot water. All classrooms and corridors have fibre board ceilings for sound and heat insula-

tion; the assembly room has an acoustic tile ceiling. All walls are plaster except in the lavatories and cloakrooms where flush-pointed sand-lime bricks have been used.

The building was planned by Architect F. Hamer Crossley, F.R.I.B.A. The building was awarded a bronze medal by the regional architectural society.



*Floor Plan, Littleover County Infants School, Derby, Derbyshire County, England.
F. Hamer Crossley, F.R.I.B.A., Architect.*



Street View, Woodrow Wilson Elementary School, East Peoria, Illinois. The building is a dignified addition in a fine residential addition to the East Peoria suburb.

Educationally Effective —

East Peoria's Budget School Building

*Paul L. Bolin**

Like many other communities in the country East Peoria, Ill., has been faced with an increase in the number of children far in excess of the available teaching facilities. The district is typical also, in that the funds for building have not kept pace with the increased construction costs.

The problem of additional school plant facilities in East Peoria has been threefold. First, there has been a need for new classrooms in several areas; second, there has been a lack of gymnasium, lunchroom, and library facilities in some of the older buildings; and third, in one fast growing section where trailers have supplemented the new housing, an entirely new elementary school has been the only solution of desperately necessary classroom space. Until this latest building was completed, the 1900 children enrolled were served by seven school buildings.

Some five years ago the growing school-housing needs caused the board of education to request the superintendent to make a study

of the situation. A firm of experienced architects, Gregg, Briggs and Foley of Peoria, were engaged to work with the school authorities in developing a master scheme for altering, repairing, and adding to the existing buildings, and for erecting two new schools — all in keeping with the expanding educational program. One school needed a four-room addition and another required a new cafeteria with a gymnasium. Still another area needed extra classrooms and an all-purpose room which could be later changed to classroom use.

Underlying the entire program of plant improvement and enlargement, the board and its executive officers carried on a careful study of financing and secured community support for the added taxation and a bond issue.

The first new elementary building was erected in the Springfield Hill section, where the architects worked out a plan for an eventual 12 to 16 classroom building, erecting for the present only the heating and service core with a six-room central portion. Later, wings will be completed as required.

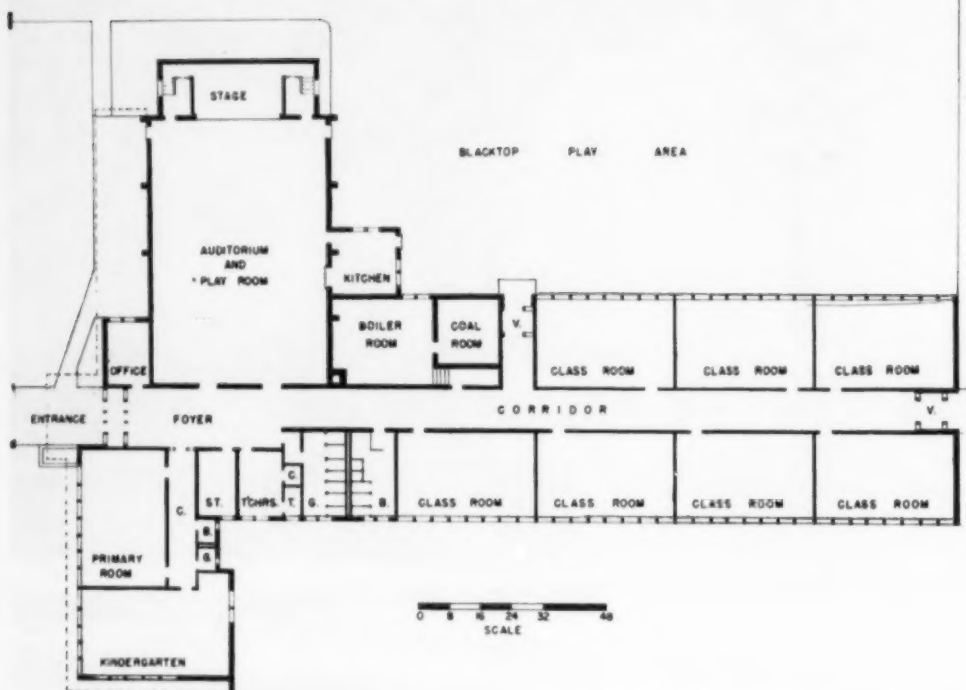
The Woodrow Wilson School

An outstanding example of budget planning is the most recent elementary school unit in East Peoria. This building, called the Woodrow Wilson School, is located in the expanding Highway Village Section, just added to the East Peoria School District. In planning the building, the architects and the board of education agreed upon a tentative budget of \$200,000, and plans were drawn with this limit as a controlling factor.

The program requirements under the general policy of education in the district were analyzed, and the needs were given preference ratings. After a careful study of relative costs, the building was designed to include eight regular classrooms, for grades one to eight, and a special room for the kindergarten.

The main classroom wing was placed to extend north and south on the property so that all rooms have east or west light. The first-grade room and the kindergarten were placed along the main street front, segregated somewhat from the rooms for the older chil-

*Superintendent of Schools, E. Peoria, Ill.



*Floor Plan, Woodrow Wilson Elementary School, East Peoria, Illinois.
Gregg, Briggs & Foley, Architects and Engineers, Peoria, Illinois.*

dren. These two rooms have special, small size toilets in rooms adjacent to a separate hallway. A special work area, with sink and storage cupboards, is included in the kindergarten room. The walls have been decorated with nursery rhyme subjects, and the floor has been inlaid with game patterns. This group of children has a separate door direct to their outside play area.

An all-purpose room, 44 by 66 feet in area, with a high ceiling, is entered from the main entrance foyer. This spacious room has a

raised stage and two anterooms at the far end opposite the entrance. It is equipped with standard backboards for basketball and other recreational activities. Movable seating makes the room available for assembly purposes. Adjacent to the all-purpose room there is a kitchen in which lunches are prepared for service on folding tables. The walls of this large room are cement blocks painted in cheerful colors. The roof is carried on laminated wood beams which make an excellent pattern with the painted wood panels of the

ceiling. Clerestory windows light the room on both sides.

Off the entrance foyer there are a teachers' room, a store room, and a private office for the principal.

The teachers in every room can be spoken to by means of the intercommunication system, which includes two-way speakers and the usual clock and program bell system.

The building is heated by a hot water convector system, with fin radiation along the outside perimeter under the full windows. The boilers are heated with coal, and the water is derived from a deep well. These utilities together with the septic tank and disposal system were all included in the initial cost of the school.

The building is all on one floor. The exterior walls are constructed of brick backed with concrete block. The inner walls are concrete block and all rooms are plastered. The concrete floors throughout are covered with asphalt tiles in various light patterns. All classrooms are lighted with fluorescent lights and furnished with green chalk and tack boards. The windows are steel architectural projected sash between wood columns which support the exposed wood beams. The flat roof is planked, insulated, and covered with built-up tar-and-gravel roofing. In the classrooms the ceilings are covered with acoustical tiles which form pleasant patterns between the painted wood beams.

There is a convenient porch over the front entrance, and a broad concrete walk leads out to the street drive. There is also a covered portico extending along the south side of the all-purpose room where the pupils may wait under shelter for bus loading. The service drive and the rear play area are gravel, but will be black topped after settling.

There are 18,500 square feet of floor area in the school (236,000 cubic feet) and the total

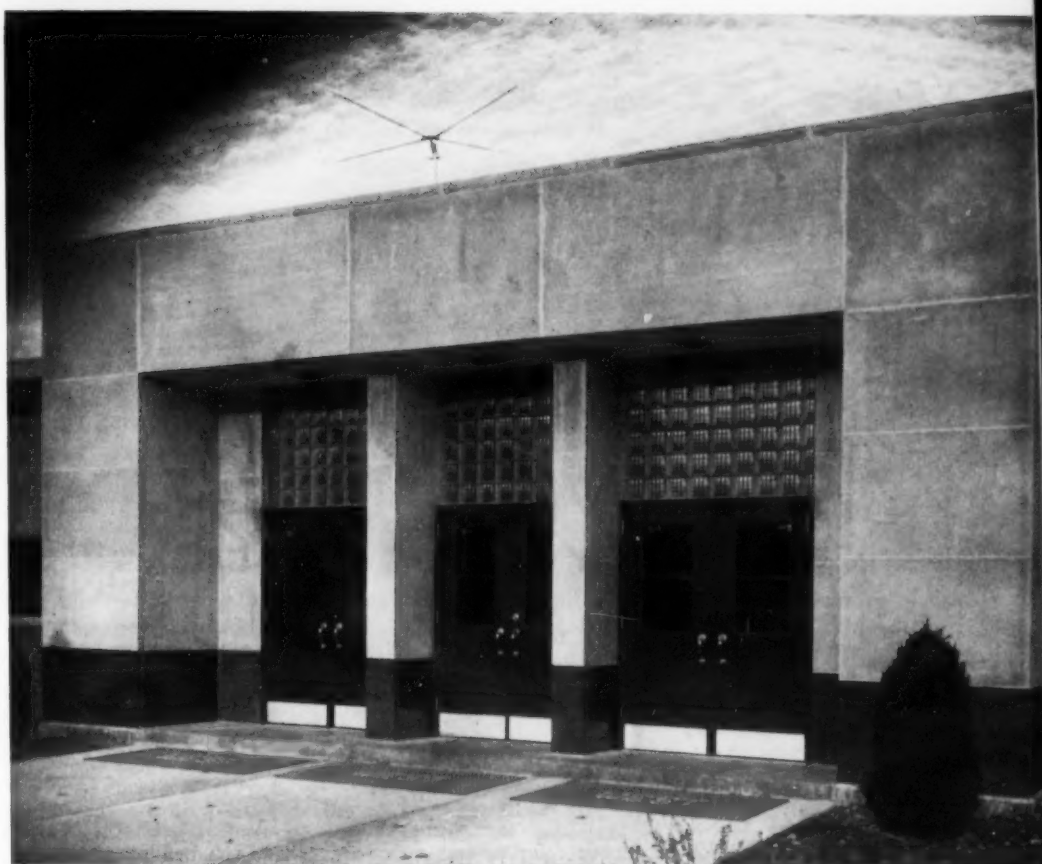
(Concluded on page 88)



A general view from the playground, Woodrow Wilson Elementary School, East Peoria, Illinois.

ALTON BUILDS A JUNIOR HIGH SCHOOL

*J. B. Johnson**
*and Albert M. Goedde***



The main entrance is dignified in stone, marble, and glass blocks.

A school building, like a school budget, is a symbol of people's thinking, of their understanding and interest in education. When a school building is completed, it becomes a definite part of the community. For a long period of years, the changing program of education and numerous community activities must be carried on in the structure. For these reasons, it is important that the school district, through its board of education, give careful consideration to the planning of each new school building so that the structure will

*Superintendent of Schools, Alton Public Schools, Alton, Ill.

**Architect, East St. Louis, Ill.

be fully functional and flexible enough to meet the educational needs of the children and help mold the lives of the adult citizens for full participation in the American way of life.

Early in 1945 a group of interested citizens of Alton, Ill., met with the board of education to plan for a tax increase that would make possible the beginning of a much needed school building program for the Alton Community Consolidated School District No. 151. The needs of the schools were made evident to the community and the election was carried by a favorable majority opening the way to a bond election.

In May, 1947, the citizens of Alton voted a

million dollar bond issue for the construction of a Central Elementary School and a West Junior High School.

In November, 1947, the school building bonds were sold at the very low interest rate of 1.39 per cent. Following this sale, \$700,000 of the money was invested in U. S. Government bonds and \$200,000 in insured building and loan stocks. The purpose was to offset the interest on the school bonds until the money should be needed for paying the contractors. The remaining sum of \$100,000 was deposited in the board's construction fund against immediate outlays for preliminary work.

As pointed out in the article describing the



Main street front, West Junior High School, Alton, Illinois. — Albert M. Goedde, Architect, East St. Louis, Illinois.



From the playground and parking area the building is two stories high. Left and right on the first floor are shops, cafeteria, and workrooms.

The Over-All Planning

The West Junior High School over-all design is one of functional beauty and lasting economy, developed by skill, imagination, and practical planning. Every effort was taken by the architect to work in close co-operation with the administrative staff of the Alton school district, the board of education, and the faculty to determine the needs of the pupils and to obtain the utmost in flexible modern design that would fit the changing requirements of the community.

A building should be so located on the site that it will utilize the entire ground area to the best advantage. An important consideration is adequate parking space for the faculty and patrons, both during the day and at night when large community gatherings take place. The contour of the ground at West Junior High School has been utilized for athletic uses and to form three parking areas which will hold 500 cars.

Shrubs, walks, and all outdoor equipment were in place before the building was occupied. It was felt that the care and use of a building depend a great deal on the first impression of students, faculty, and parents.

The design of the school presented some difficult problems in that ultimate use had to be made of the entire site which has a deep ravine to the north and to the southeast of a broad ridge. Several studies were made of plan layouts and the one adopted has the gymnasium set into the hill on the north. The deep ravine was cleared and filled with earth taken off the top of the ridge and from the gymnasium excavation. This made it possible to place the stage, the band, and stage dressing rooms at stage level, and to arrange the shower and locker rooms under them. This results in an extremely workable dressing room arrangement adjacent to the future playground and football field which will occupy the ravine area.

The arrangement has made it possible also to lay the bleachers on earth slopes, giving low gymnasium walls on the sides and first class exit facilities to the streets and parking areas. Exits to the top of the future sports arena will be through the shower and locker room corridors.

Located in the south and east wings the cafeteria, shops, janitors' and service rooms have been placed in the basement. All are grouped around a large service parking lot which is at such a level that the ground-floor outside walls are all full-story high. A curb-high step to the walks around the parking lot allows for access to all exits and parked cars in this area.

For economy in construction the school is built with all central section slabs on grade. For educational efficiency all academic functions of the school are on one floor. The plan and construction are simple and direct and the cost per cubic foot is lower than has ever been

attained in this locality with multistory buildings of equal fire-resistive construction.

The Educational Plan

The ultimate success of a large school building is dependent on the integration of the several departmental areas into the over-all plan. In the West Junior High School each room and each major area have been given careful consideration for instructional efficiency and flexibility. For instance, the school office has been planned to be large enough to carry on the business of the school, but much of the over-all activity of the school has been



The gymnasium as seen from the stage. Since the picture was taken an acoustic ceiling has been installed.



Main lobby and corridor.

moved away to eliminate confusion. The health clinic is close to the office, but is not a part of the office; the teachers' workrooms are a part of the administrative unit but not a part of the office. Counseling rooms and rooms for the deans have been removed as far as possible from the office so that the counseling and guidance will not be confused with the administration of the school.

It is part of the philosophy of education in Alton that the library is the heart of a school. The junior high school building has been planned with the library as a library-study, in charge of a trained librarian with a teacher to handle attendance problems. The students are stimulated to read through easy access to well-selected books, magazines, and reference materials.

The cafeteria is an important part of a junior high school. Perhaps for the first time, the students go a long distance from home to attend school and as a result, they must buy their lunches at school, carry their lunches, or eat at a neighborhood store. We have encouraged the use of the cafeteria as a means of developing good nutritional habits.



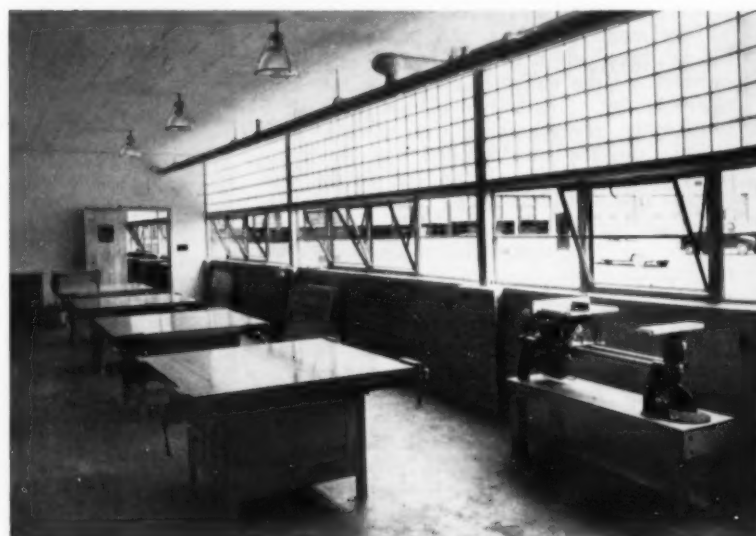
The teachers' room serves also as a workroom.



A corner of the general office showing central clock and program control.



A typical classroom fitted with movable chair desks, bookcases, tackboards.



A view of the woodworking shop.



The library is the scholastic center of the school and is planned for quiet reading and study.

The West Junior High School gymnasium is planned to seat about 2200 people. For years, Alton has been without a community center that would seat more than 1100 people. By proper placing of chairs on the gymnasium floor and the use of bleachers, the gymnasium area can be used as a community center for concerts, programs, and large community gatherings.

The science, art, and music rooms have been planned for the purposes intended, but when free, they are flexible enough to be used for English, mathematics, or whatever the need may be. The type of desks used in the classrooms is suitable for all students. In the typical classroom, armchairs suitable for both left-handed and right-handed students are available. There are also adequate green chalkboards, bulletin boards, maps, charts, clocks, a public-address system, cabinets for supplies, a bookcase, filing cabinet, and a teacher's wardrobe.

Details of Construction

FOOTINGS. Concrete spread footings under the two-story and auditorium-gymnasium portions; column pads and double reinforced concrete footings under the one-story portion.

WALLS. All exterior walls are 13-inch masonry with concrete block backup, waterproof plaster, and waterproofed brickwork. Interior masonry of all ground floor areas is glazed structural tile except in the shops where buff brick has been used. Interior nonload bearing walls are 2-inch metal lath and plaster. Ceramic facing tile has been used in first floor corridors and toilets and in academic areas to the top of built-in locker heights.

FLOORS are concrete with asphalt tile covering in colorful patterns, except for the auditorium-gymnasium which is clear maple. The stage floor is hardwood laid in parquet pattern.

CEILINGS in all classrooms are plaster on metal

lath. Acoustical treatment has been provided in the dining room, band room, corridors, library, and auditorium-gymnasium. All ceilings have been insulated with 4 inches of mineral wool.

FRAMING is of light steel columns, beams, and struts with bar joist supporting poured gypsum roof deck. The auditorium-gymnasium has bar joist and gypsum roof deck supported on steel trusses and columns.

WINDOWS. Architectural projected steel sash have been used, with horizontal mullions and short sashes; directional glass block is provided in classrooms and library areas. Shop and dining room have full height steel sash.

ROOFING. A 20-year bonded roof is laid on flat areas, with sumps and beehive type interior drains. The curved gymnasium roof has a 15-year bonded roof and a mineral surface cap sheet.



The cafeteria is a bright, cheerful room which serves also for special class activities.



The book charging desk of the library is at one end of the room, so placed that the librarian and the assisting teacher may work in the room with the library at their backs.

LIGHTING. Semidirect lighting has been used in classrooms and study areas; direct light fixtures have been placed in auditorium-gymnasium, corridors, and other areas.

CHALK BOARDS are light green, with tack strips, map rails, and aluminum chalk troughs and trim.

DOORS AND FRAMES. All frames are 16-gauge steel; all exterior doors are the same material. All interior doors are 1¾-in. blond birch.

HARDWARE. Exterior doors have panic bolts and are self-closing.

SHEET METAL consists of .064 gauge aluminum fascias and copper roof gutters and spouts.

PAINTING. Exterior wood and ironwork has been given three coats of paint; interior metal trim, two coats of enamel; inside birch doors,

two coats of varnish giving a natural blond finish. Office counters and shelving are finished in this same manner.

PLUMBING is heavy duty type—copper water pipes, circulating hot water lines, safety-mix shower valves, flush-valve toilet fixtures, with air chambers to all fixtures. Urinals are china type to floor with vitreous ceramic tile apron in front.

Two gas heaters make available about 900 gallons of hot water per hour. Separate lines have been installed so that the shower and toilet rooms get water tempered by a large mixing valve. The water to the dishwasher and kitchen facilities goes at higher temperatures. Hot and cold water and waste lines have been insulated.

HEATING. A two-pipe steam-vacuum-return sys-

tem has been installed with copper convectors and unit ventilators in classrooms and assembly areas. Exhaust fans have been placed in the shower rooms, toilets, kitchen, science rooms, homemaking laboratory and auditorium-gymnasium. Corridor, locker, and attic exhaust fans are also provided.

In the auditorium-gymnasium which is windowless, two large wall-hung units ventilate and warm or cool this room. Air is picked up off the floor or taken from outdoors as called for by the automatic controls. A day-night switch and maximum-minimum dampers are used to save fuel during periods of nonoccupancy. One gas-fired and one oil-fired steel boiler provide the heat.

Adequate Equipment

Without adequate equipment a school building becomes obsolete immediately and without service value to the community. In the West Junior High School the carefully selected equipment included such items as the stainless steel kitchen fittings, electric cooking and baking facilities, the latest devices for food preparation and dish cleaning. The homemaking department has unit kitchens with stainless steel tops, a child care unit, sewing facilities, laundry. The library furniture includes a librarian's charging desk, shelving, and other furnishings of the finest types. The office is completely modern with a vault and storage facilities. The sound and program signal equipment and other outstanding items are too numerous to mention.

The Contracts

The contracts were let as follows:

General construction, J. J. Wuellner & Son, Alton, \$469,575.

Plumbing and heating, Thos. J. Fleming Co., Alton, \$107,317.

Electrical work, Wegman Electric Co., East Alton, \$33,660.

Cafeteria, Servco Equipment Co., St. Louis, Mo., \$12,958.30.

Additional classroom furniture and equipment were purchased at an approximate cost of \$55,000.

With all items considered the architect has stated that this building represents the maximum quality obtainable on a limited budget. The goal of maximum educational facilities for the Alton community and for the children in the seventh to ninth grades was constantly kept in mind. The resulting structure attains that goal with beauty and sterling quality. One must visit the building to appreciate how wisely every dollar has been spent.

SAFEGUARDING SCHOOL PROPERTY

The New York City board of education has found that continued vandalism in and around school buildings, particularly glass breakage, is due to two principal causes: (1) the presence of debris near school buildings where it is readily accessible to children, and (2) grudges against teachers who have punished or otherwise corrected children.

A breakdown of the percentage of windows broken reveals the fact that 1.5 windows are broken during school time; 42 are broken after and before school time; 17 are broken during the week ends; and 39.5 during vacations and holidays.

It has been recommended to the principals and teachers that a committee of teachers be organized in each school, to determine the immediate cause of breakage and to work out a program of instruction and of housekeeping.



The homemaking room is planned on the unit basis and provides distinct areas for cookery and sewing.

Oregon School Building Trends

A. L. Beck*

Do many new school buildings have clerestory lighting? Are glass blocks used extensively in Oregon schools? Questions like these and many more give rise to one question — "What are the trends in school construction in Oregon?"

This paper presents a picture of the trends in school building construction in this state since early 1950. New construction projects are included in addition to construction where major additions have been made. The study covers buildings where the contract for construction was awarded since January 1, 1950. A total of 46 elementary buildings and 17 junior or senior high school buildings is included. Some schools did not report on all items. Others checked two or more points where they apply in different parts of the building. In all cases the report was sent to the school superintendent or clerk, however, in many cases these were referred to the architect of the building.

The following tables show the number of cases reported under each classification together with what per cent the number of cases are of the total number reported. Percentages are taken to the nearest whole number.

I — Exterior Wall Construction

	Elem.	H.S.	% of Total
Brick veneer over frame	19	4	28
Wood siding	10	2	14
Brick	8	4	14
Brick over concrete	6	2	10
Concrete	2	6	10
Tile	5	1	7
Stucco over frame	2	3	6
Board and bats	3	1	5
Other materials	4	1	6

II — Material in Classroom Walls

Above Wainscot

	Elem.	H.S.	% of Total
Plaster over frame	16	8	37
Plywood over frame	7	3	16
Plaster over tile	5	3	12
Acoustic tile	6	1	11
Fiberboard	7	0	11
Pumice or concrete blocks	5	0	8
Other materials	2	1	5

III — Classroom Walls (Wainscot)

	Elem.	H.S.	% of Total
Plywood	23	7	53
Cement plaster	7	4	20
Regular plaster	2	2	7
Other materials	8	3	20

IV — Interior Corridors above Wainscot

	Elem.	H.S.	% of Total
Plaster over frame	17	9	38
Plywood over frame	12	6	26
Fiber or hardboard	7	3	16
Pumice blocks	5	0	7
Other materials	8	1	13

V — Corridor Wainscot

	Elem.	H.S.	% of Total
Plywood	20	9	52
Cement plaster	6	3	16
Regular plaster	3	1	7
Other materials	11	3	25

VI — Roofing Material

	Elem.	H.S.	% of Total
Roll roofing and tar	27	9	56
Composition shingles	17	8	39
Wood shingles	3	0	5

VII — Fenestration (Main light source)

	Elem.	H.S.	% of Total
Clear glass	30	12	59
Glass blocks, clear glass	14	5	27
Glass blocks, insert sash	2	3	7
Diffusing glass	3	0	5
Skylights	2	0	2

VIII — Fenestration (Clerestory Bilateral or Monitor)

	Elem.	H.S.	% of Total
Clear glass	13	3	51
Glass blocks	8	2	32
Plastic sheets	2	0	7
Diffusing glass	1	1	7
Wire mesh, frosted	1	0	3

IX — Metalwork

	Elem.	H.S.	% of Total
Galvanized iron	32	17	84
Copper	7	1	14
Aluminum	1	0	2

X — Insulation

	Elem.	H.S.	% of Total
Rockwool bats	21	8	65
Fiberglas bats	6	1	17
Loose rock wool	2	1	6
Rigid	2	1	6
Other material	3	0	6

XI — Floor Material in Classrooms

	Elem.	H.S.	% of Total
Asphalt tile over concrete	33	12	63
Asphalt tile over wood	10	5	21
Wood	8	2	14
Concrete	0	1	2

XII — Floor Material in Corridors

	Elem.	H.S.	% of Total
Asphalt tile over concrete	28	14	62
Asphalt tile over wood	10	4	20
Wood	7	1	12
Concrete	3	1	5
Linoleum over wood	1	0	1

XIII — Ceiling Material

	Elem.	H.S.	% of Total
Acoustical tile	28	13	66
Fiberboard	9	4	21
Acoustical plaster	4	2	10
Regular plaster	2	0	3

XIV — Chalkboards

	Elem.	H.S.	% of Total
Green composition	38	14	94
Green glass	2	1	6

XV — Window Sash

	Elem.	H.S.	% of Total
Steel	18	13	52
Wood	15	5	34
Aluminum	8	0	14

XVI — Heat Distribution in Rooms

	Elem.	H.S.	% of Total
Unit heaters	18	7	37
Overhead heat	10	6	23
Strip radiation	7	3	14
Radiant heat	5	2	11
Unit ventilators	3	1	6
Other sources	3	3	9

XVII — Heat Source

	Elem.	H.S.	% of Total
Low pressure steam	30	15	68
Hot water	8	2	16
Hot air	5	3	12
High pressure steam	2	0	3
Electricity	0	1	1

XVIII — Heat Supply

	Elem.	H.S.	% of Total
Oil	39	16	83
Coal	5	1	9
Sawdust	2	2	6
Electricity	0	1	2

XIX — Artificial Lights — Type of Fixture

	Elem.	H.S.	% of Total
Incandescent	29	8	78
Fluorescent	6	3	19
Slimline	1	0	3

XX — Artificial Lights — Direction

	Elem.	H.S.	% of Total
Indirect	20	6	49
Semidirect	12	9	39
Direct	2	4	12

XXI — Artificial Lights — Brightness Control

	Elem.	H.S.	% of Total
Louvered	11	3	64
Bowl or trough	5	3	36

XXII — Fire Resistive Construction of the Main Building

	Elem.	H.S.	% of Total
Combustible	25	5	47
Semifire resistive	14	9	37
Mixed construction	7	1	13
Fireproof	0	2	3

XXIII — Fire Resistive Construction of Corridors

	Elem.	H.S.	% of Total
Combustible	22	6	54
Semifire resistive	9	8	33
Mixed construction	3	2	9
Fireproof	1	1	4

XXIV — Sewage Disposal

	Elem.	H.S.	% of Total
Septic tank	26	7	54
Municipal	18	10	46

XXV — Modular Layout

	Elem.	H.S.	% of Total
Yes	13	4	57
No	11	2	43

(Concluded on page 88)

*Assistant School Building Consultant, State Department of Education, Salem, Ore.

The American School Board Journal

William C. Bruce, Editor

LET SCHOOL BOARDS RUN SCHOOLS

EVERY device and all organizations which are set up as aids or agencies of democratic administration contain in themselves elements of difficulty and dangers to the democratic processes of government. This is true of the widely heralded and extremely useful citizens' committees, which in swinging into action, are doing a great deal to stimulate community support of worth-while educational projects and to correct the thoughtless or even malicious criticism of the schools.

In discussing the value of citizens' school groups, Hubert Armstrong makes a point which has been emphasized many times in these columns: *In any community the responsibility for the success of the schools depends on a good board of education.*

Citizens' groups, said Mr. Armstrong in a recent address, should above all work for good boards of education. "Unless there is a good board made up of able, conscientious, informed men and women who have the time and who will fight for the best, no citizen group alone can get a good school system." He continued:

"One of the most important things a citizens' organization can do, is to support the best practices. There is always a big difference between the worst and the best in a school system.

"This means working for better teachers, more adequate budgets, smaller classes, good organization and high-grade administrative professional leadership, and the most effective teaching methods we know. Citizens' groups cannot do, and should try not to do, even if they could. They should not try to run the schools. That should be left to the professionals we employ. Citizens can weaken a good administration and good staff by interference and heckling and criticizing and second guessing.

"That is not our business. Teachers and principals are responsible to the superintendent. That is good administration. The superintendent is responsible to the board of education. Ultimately all the responsibility rests with the board, for they are legally and morally responsible for the conduct of the entire school system."

THE FLARE-UP IN LOS ANGELES

A SYMPTOM of present-day insistence of responsible citizens' groups on the preservation of American ideals is the bitter fight in Los Angeles, Calif., against UNESCO, which culminated recently in a public hearing held by the city board of

education. The immediate cause of the climactic outburst of opposition and defense of the educational and cultural agency of United Nations, was the controversial booklet, "The E in UNESCO," which was attacked as advocating principles of a one-world philosophy harmful to our ideals and system of democratic government. The board of education after hearing 80-odd persons, wisely modified the original recommendations of its professional staff by ordering that the offending booklet be withdrawn. Teachers will explain the organization and purposes of UNESCO and its efforts for world peace, but will do no more than present the facts of the controversial proposals which have come out of UNESCO's American and foreign headquarters.

The action of the Los Angeles board of education is reassuring as evidence of sound discretion, of willingness to assume a judicial attitude in a highly emotionalized situation, and of final acceptance of the responsibility for what the schools shall teach and how it shall be taught.

SCHOOLS AND POLITICS

IN SPITE of the excitement which the political campaigns of a presidential election year engender, the schools have no excuse for allowing partisanship to be taught in the classrooms and on the school platform. Teachers have a right to take part in politics—local and national—as individual citizens. It is their privilege to express themselves publicly and privately and to work for candidates and measures of their choice as they may see fit. There are limits of time, place, and manner of campaigning which their intelligence and culture and the dignity of their profession impose upon them. They will hardly want to engage in the rough and tumble of local scraps, but they can do much to promote candidates of integrity and measures of liberal value. They have no right to use school time or facilities for any such activity.

It is well for school boards and their executives to be on guard against thoughtlessness or excessive zeal which is likely to be displayed especially by young teachers and operating personnel. Pupils are entitled to learn the issues of the campaign, but no teacher has the right to impose his partisan views. It is not a bad policy, in the words of one superintendent, to keep the school's nose clean.

A CODE OF ETHICS

THE St. Louis board of education, at its September, 1952, meeting adopted a code of ethics for the guidance of its members in their work, their relations with the school staffs, and their private acts. The six important provisions of the Code read as follows:

1. Forbids members to accept any favors from or attempt to coerce or influence unduly officers, employees and contractors, suppliers, and others doing business with the board.

2. Forbids them to enter into any financial transactions with officers or employees.

3. Forbids them to use the skill or labor of an officer or employee in their personal affairs, or in any work unrelated to the board.

4. Forbids the use of the property of the board, except when necessary to do so in carrying out their duties as members.

5. Forbids them to incur expenditures traveling on authorized business of the board which are unreasonable or greater than they would incur in their own affairs.

6. Forbids them to take any part in the hiring, promotion, or demotion of any employee, except under provisions of the school law.

As is so frequently the case, the development of this code follows a number of criticisms of members of the school executive staff, and of board members who were guilty of minor indiscretions which were neither illegal nor dishonest, but which aroused criticism in local circles and in the press. The Code might not be applicable to all communities but it does point to matters which deserve attention on the part of all board members.

WISDOM vs. CLEVERNESS

IN THE planning of school buildings there is a constant conflict between the creative architect who would devise new forms of classrooms and new arrangements of whole buildings, and the conservative architect who is sharply aware of the successful use of established ideas of classroom shapes and sizes and of conventional total layouts of buildings.

The creative man is likely to go along with the educational enthusiast who makes radical demands for the completeness, size, and equipment of the school plant. Or if he is of the independent type he may carry an inexperienced school board to accept his ideas without modification and produce wild oddities in room shapes and over-all layouts which defy logic and economy. Both types are to be avoided.

The school board is fortunate which has an architect who is endowed with wisdom rather than cleverness, who really masters the problems of planning on the basis of the educators' needs, and who gives full consideration to the economics of the local district. Such a man is neither too scientific nor too artistic, nor too specialist, but he is an all-round planner and builder, a man of experience and affairs.

Genuine architectural wisdom cannot be built into a new school building without the help of a school-board committee of experienced business and professional men. When such a committee insists that the superintendent of schools and the architect justify all their proposals as they go along, it is not likely the building will fail to be a contribution to the educational and cultural life of the community at a price which it can pay.

Midwest Conference of School Board Leaders Sets Pattern for the Future *Edward M. Tuttle*

"I wouldn't have missed it for anything."

"I have gained a realization of the need for state and national school board associations that I never had before."

"I'm going back to try and do a better job for my state association."

"This conference comes as close to the grass roots as any I have ever attended."

"I can report to my people that the N.S.B.A. is in good hands."

"The leaders in every state ought to be able to participate in a conference like this every year."

These are some of the comments heard at the closing session of a three-day study conference on "Effective School Board Membership" held August 17-20 at the University of Chicago for leaders of school boards associations in the midwestern states.

A Co-operative Project

This conference was the first of its kind to be held anywhere. It was sponsored jointly by the National School Boards Association, Inc., and the Midwest Administration Center, Co-operative Program in Educational Administration, University of Chicago. Invitations were extended early in the summer to two representative leaders from each of 11 midwestern state associations. It was requested that the executive secretary should be one representative in each case and that the other should be a school board member, officer of the association, either the president, a vice-president, or a director, but in any case one who would have the time, the interest, and the authority to bring to his association a maximum return from the experience. The expenses of these representatives were borne by the Midwest Administration Center as a part of its C.P.E.A. activities, more popularly designated as the Kellogg Project. In addition, the officers of the N.S.B.A. were invited to attend the conference.

At the Conference, ten states were represented — Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin — and around the table sat twenty state leaders, five N.S.B.A. leaders, and seven members of the University of Chicago staff, 32 in all, just the right number to provide a stimulating interchange of ideas and to permit everyone to participate actively.

Get-Acquainted Dinner

As a means of getting acquainted and setting everyone at ease, the conference began with a dinner at the Shoreland Hotel on Sunday evening, August 17. After the meal, introductions were made all around, and Dr. Maurice Seay, chairman of the Department of Education, University of Chicago, who presided, called on several for brief remarks. Frank H. Trotter of Chattanooga, Tenn., president of the National School Boards Association, expressed appreciation of the opportunity afforded by this conference for association leaders to sit together for several days to discuss common problems, successful practices, basic possibilities, and future developments. He looked upon it as a sort of regional meeting of the N.S.B.A., and believed it would set a pattern for similar meetings in other years and places, which will hold untold possibilities for progress in the contributions of school boards to the advancement of public education in America.

Mr. Trotter then introduced the executive secretary of the N.S.B.A., who described the events which had led up to this conference. At the time of the 1952 national convention

ACHIEVEMENT

I learnt from my illiterate but wise mother that all rights to be deserved and preserved come from duty well done. — M. K. GANDHI.

Would that more of us in all walks of life could learn this truth and apply it in our everyday living! As the late, great Hindu leader indicates, such knowledge is not a product of the intellect alone. No amount of schooling will produce it unless accompanied by strength of character and an understanding of values in human relationships. We have little difficulty in knowing where our duty lies in most things; what we lack too often is the self-discipline needed to perform that duty well. This quality is best acquired when we are young, through emulation of relatives, friends, and associates who possess it. Then, as we grow older, our example unconsciously inspires others who come after us. So good is achieved and human rights kept safe. — E. M. T.

in St. Louis last February, a suggestion was made concerning a possible study conference on a national scale. This proved too ambitious a project, but in discussing it with Dr. Francis S. Chase, director, Midwest Administration Center, along in the spring, Dr. Chase offered to set up such a conference for the midwest area and the offer was gladly accepted. A small planning group from Illinois and Indiana, which could readily be brought together, met in June and again in July and decided that the conference might most profitably center its discussion around the following questions:

1. What are the proper functions of school board members?

2. What help is needed by board members in order that they may understand their functions and know how to perform them effectively?

3. In what ways can a state school boards association most effectively provide the assistance needed by school board members?

4. What can be done to develop or to strengthen a state school boards association so that it may provide the assistance needed by board members?

5. In what ways can the National School Boards Association assist state school boards associations in providing the services required by board members?

Dr. Chase brought the dinner meeting to a close by describing the program of the Midwest Administration Center. He pointed out that the ultimate goal is effective educational leadership, and that conditions favorable to sound administration could be arrived at by (1) a co-operative study of problems, (2) action to improve conditions, (3) continuous in-service education, and (4) improved programs of preparation. He presented a chart indicating that the Midwest Administration Center sees "Six Paths to Better Education," and that the first of these concerns school boards and ways to improve the effectiveness of board members in educational administration. He referred to the fact that the school board study was the first to be set up by the Midwest Center with the help of Dr. Maurice E. Stapley of Indiana University, part-time executive secretary of the Indiana School Boards Association, who also was to act as secretary for our study conference. The other five paths to better education included in the Co-operative Program in Educational Administration were listed on the chart as

Midwest School Board Conference

Interpretation—To enable citizens to understand and assume appropriate responsibility for their schools.

School Districts—To provide school districts conducive to a high quality educational program.

Instruction—To increase the effectiveness of leadership in the improvement of instruction.

Finance—To develop state finance programs which will facilitate good educational planning.

Consultation—To increase the availability and effectiveness of consultation service to administrators.

These six fields of study are in development and will be pursued actively during the next several years.

Two Working Sessions a Day

When the members of the study conference met for their first session at 9 o'clock Monday morning, they found an ideal situation to promote full and free discussion. They sat facing one another around a hollow square of tables, and in front of each person was his name on a sign large enough for all to read. Dr. Chase acted as moderator-in-chief, ably assisted at subsequent sessions by his University of Chicago colleagues, Prof. Floyd W. Reeves, and Dean Cyril O. Houle. Informality was encouraged; no long speeches were permitted, and before the end of the second session every person was contributing to the discussion.

Two to three hour sessions were held Monday morning and afternoon, Tuesday morning and evening, and Wednesday morning and afternoon. The seating arrangement around the tables was shifted each day to promote acquaintanceship. Each day the group lunched together at the Quadrangle Club. Most of the delegates took the opportunity on Tuesday afternoon to go see a double-header ball game between the Chicago Cubs and the New York Giants from which they returned to take part in a spirited discussion of school board association problems that evening.

Monday was devoted primarily to the first two questions on the agenda, namely, What are the proper functions of school board members? and What help do they need to function most effectively? Early in the discussion someone advanced the major premise that school board members should become more aware of their educational responsibility *toward the child*, and this was referred to again and again.

As an aid to the participants in the conference Dr. Stapley had supplied each person in advance with a report of a study, completed during the spring of 1952, on the traits essential to effective board membership as revealed by an examination of several hundred "critical incidents" half of which had been effective in their results and half ineffective. This study showed that when actual situations are analyzed, superintendents and board members rate most highly the

exercise of initiative and informed leadership. The effective board member is portrayed as a person who requires facts to support all decisions and who considers it part of his job to secure facts. He is, therefore, one of a board which shares the responsibility for planning rather than merely reviewing proposals of the executive officer.

In summing up the results of its Monday sessions, the study group agreed that among the most important functions of school board members acting together on the board are:

1. The responsibility to determine educational policy; a responsibility which cannot be delegated to anyone else.
2. The obligation to secure professional assistance in considering policy, whether or not the board employs an administrator.
3. The duty to serve as a connecting link between the schools and the entire community, interpreting each to the other.
4. The opportunity to provide positive leadership toward the best possible education for their respective communities.

As to the help needed by board members, it was agreed that this includes:

1. Legal help with all phases of their duties which are based on the laws of their respective states.
2. Help on a wide variety of professional mat-

ters where background is needed to reach wise decisions.

3. Help in understanding the proper functions of school boards and the limitations on individual board members.

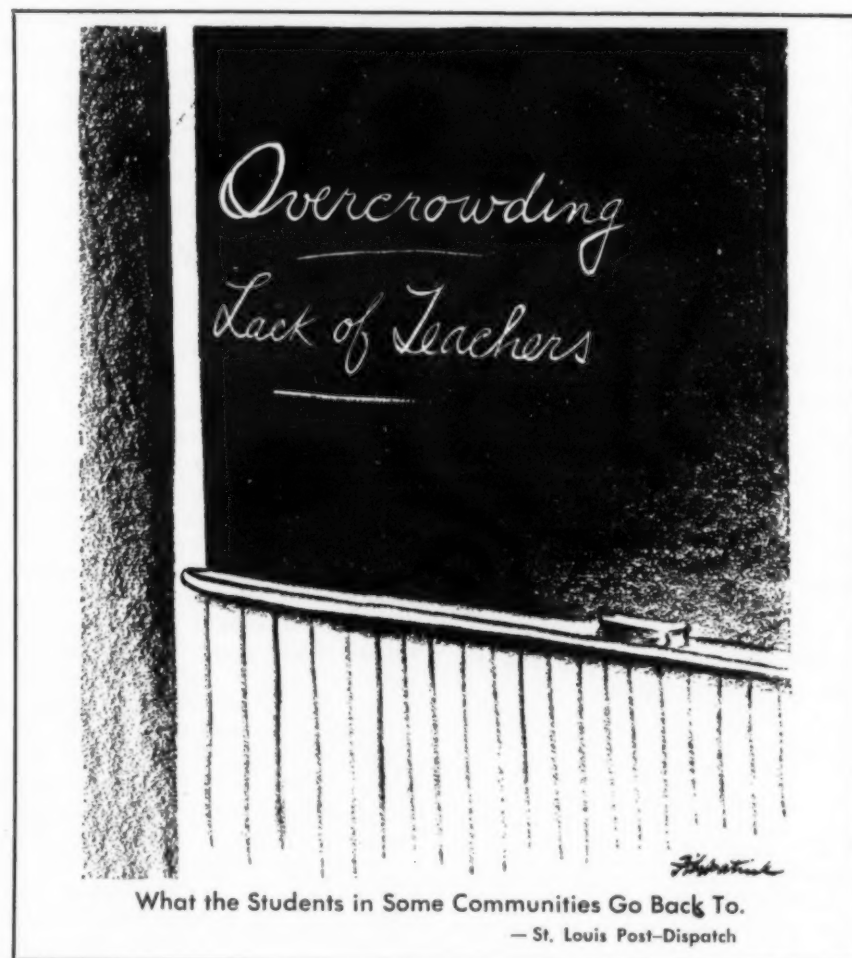
4. Help in organizing in-service programs for themselves with special reference to orienting the new board member as quickly as possible.

More Effective Associations

With a picture of the functions and needs of school board members clearly in mind, the study group turned on Tuesday to a consideration of the third and fourth questions on the agenda, namely, what assistance a state school boards association can give to local board members and how an association should be organized to render this assistance most effectively. The two questions are closely interrelated and no attempt was made to keep them wholly separate. In summary, some of the points most emphasized as to help that can be rendered to local board members by their state association were as follows:

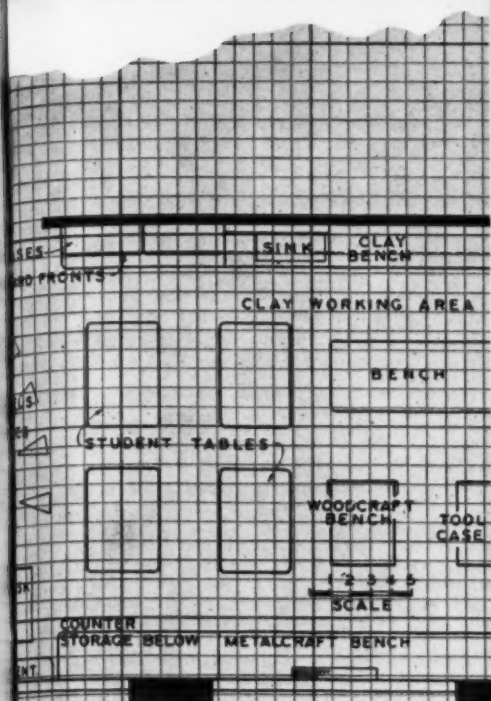
1. Provide some token recognizing board membership, such as a membership card, a certificate or scroll, a lapel pin, or the like.
2. Develop a handbook for school board members. Sentiment generally favored a little pocket handbook like that issued by the Nebraska Association, even when there was also a larger volume available.
3. Furnish a calendar of important dates during the year on which school boards in a state must take some legal action.

(Concluded on page 62)



What the Students in Some Communities Go Back To.

— St. Louis Post-Dispatch



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for each application**

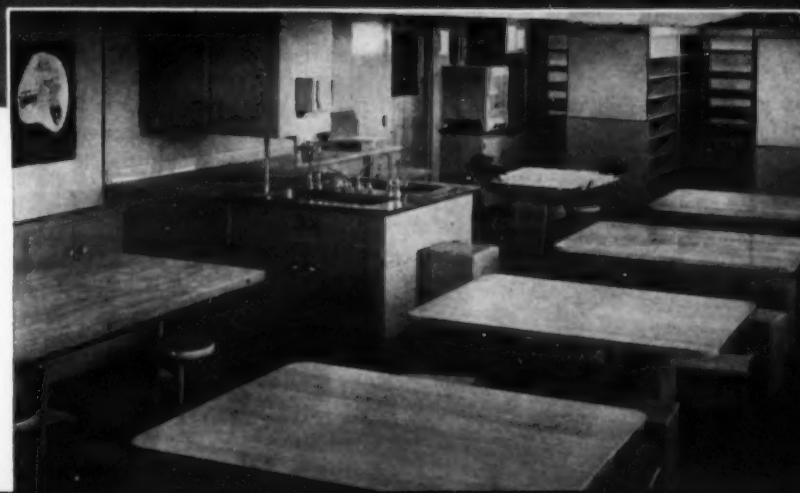


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Plans for School Board Activities

(Concluded from page 60)

4. Act as a clearinghouse or channeling agency to keep board members informed on important developments in the educational field, state and national.

5. Issue some kind of regular and frequent publication—*Journal*, *News Letter*, or *Bulletin*—and send it as nearly as possible to every board in the state whether association members or not.

6. Encourage the development of written policies by boards of education and give as much guidance along this line as possible.

7. Help to improve educational conditions in the state, both by taking initiative and by co-operating with other agencies in regard to educational legislation and policy making.

8. Organize workshops and regional conferences where local board members can study their own problems, taking care to serve with equal effectiveness boards in rural and in urban areas.

9. Supply other help as local conditions indicate through correspondence and consultations, visitations and field service, research on particular problems, a loan library, annual records and reports, and the like.

10. Act in all cases to establish desirable standards and to encourage working toward them rather than in any sense to "police" the membership.

As to more important ways of strengthening state associations for most effective service, it was agreed that each state should move as rapidly as possible toward:

1. An independent organization, not affiliated with any other group, but closely co-operating with all who are working for the improvement of the public schools.

2. An adequate budget with an equitable schedule of dues.

3. The legal right to the use of public funds by local boards for the dues and expenses of the state association.

4. As nearly as possible 100 per cent membership of local boards of every kind and size.

5. A headquarters office with a full-time executive secretary and the necessary office equipment and help.

6. An effective publications program.

7. Good regional organizations with the regional heads acting as directors of the state association.

8. Regular meetings of the executive committee or board of directors of the association.

9. Affiliation and close working relations with the National School Boards Association.

An Experience Meeting

Discussions on Wednesday continued to explore possible ways of strengthening a state association. Considerable attention was paid to the office of full-time executive secretary, and reference was made to the list of qualifications carried in these columns in the issue of May, 1950, which was generally felt to set up a desirable pattern without indicating specific requirements.

Brief discussion was given to the National School Boards Association and to the greater service it can render the federated state associations to increase their memberships and approach their full-goal affiliation. Approval was

given to the issuance of a descriptive N.S.B.A. folder to be purchased by the states for distribution to local boards. The wish was expressed for more adequate reports on national legislation, interpreted for school board use. It was urged that every possibility be explored of holding more study conferences like this one to include every state association in years to come.

The final session on Wednesday afternoon turned into an experience meeting at which the representatives of each state told what ideas they had gained from the conference that they were going back to try to put into practice. It was then that the expressions with which this article opens were uttered. Others, without attempting to identify them by states, or to be all-inclusive, were:

Find out what the local needs are and plan to meet them.

Work for a stronger State Department of Education, divorced from politics.

Give equal attention to rural and urban problems and interrelationships.

Free the association from alliance with any other

agency or institution in the state, but increase co-operation.

Get more quality people interested in education. Work for more state aid for schools.

Give service to all board members as well as to the new ones.

Educate board members of small school districts to their responsibilities and opportunities.

Do a better job in connection with educational legislation.

Distribute publications to each board member instead of just to each board.

Build up better regional organizations within the state.

Work for a State Board of Education.

Seek all possible ways to get greater participation in association activities by local board members.

Develop a workshop to orient new board members.

Promote a more active state association board of directors.

Take the initiative in urging a state advisory commission of educational and lay leaders.

Carry back the stimulating message of this conference.

So ended what is perhaps the most significant development in the school boards association movement to date—a real counseling together of state and national leaders looking toward stronger organization and more effective service to American public education.

Co-operative Salary Scheduling

William D. Southworth*

In the fall of 1951 school authorities and teachers recognized that the existing salary schedule for teachers in the Milwaukee County schools was outdated. The beginning wage did not compare favorably with beginning wages offered by the city of Milwaukee and the suburban cities of Milwaukee County. Annual increments were much smaller than those offered by Milwaukee and the suburbs. In fact, the inequity between the county salary schedule and those of the city and suburbs was so great that the county schools could not compete for topnotch graduates of the teacher-training institutions. Experienced teachers could and did find more attractive positions elsewhere. There was a strong tendency for the county schools to drop in efficiency for lack of experienced, desirable personnel.

To cope with this problem of importance to the teachers and to the school boards, a liaison committee was set up for the immediate purpose of revising the existing salary schedules. The members of the committee representing the County School Boards Association were picked to represent four widely spread townships—one member each from the towns of Greenfield, Wauwatosa, Milwaukee, and Granville. The members of the teachers' group were not selected according to any geographic pattern.

In addition, one former school board member acted as nonvoting chairman, and

one teacher undertook the burdensome job of acting as recording secretary.

Goals of Committee

The committee set as its goals the following:

1. To devise a salary schedule in keeping with the financial demands of today

2. To encourage well-qualified people to come into the county system by more closely approximating salaries they could obtain in the city of Milwaukee and the suburban cities

3. To encourage experienced teachers to stay in the county schools

4. To lay the groundwork for a continuing exploration of problems that face both the school board members and teachers of the county.

The salary committee used a 1949 revision of an earlier salary schedule as the basis for the new schedule.

It was the unanimous opinion of the group that the existing schedule was too low in the initial salary, that the period of years for reaching the maximum was too long, and that the cost-of-living bonus was inadequate. It was felt that an increase in the initial wage was mandatory in order to compete with other employing agencies in the county. It was agreed that 19 years is too extended a period of time between the minimum and maximum salaries. Finally, it was agreed that the cost-of-living bonus at \$989, approximately \$500 less than the cost-of-living bonus of Milwaukee County Suburbs, and almost \$625 less than the Milwaukee bonus, should be revised upward.

(Concluded on page 64)

*Principal, Grand View School, Milwaukee County, Wis.

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Co-operative Salary Scheduling

(Concluded from page 62)

The Tax Problem

It was not difficult to arrive at acceptable goals, but it was difficult to devise means of reaching those goals. While all were agreed that salaries should be raised, it was a real concern of the committee that the small districts should not be burdened with a sudden and heavy tax increase. County-wide acceptance of a new schedule would be impaired or made impossible by too sharp raises in the tax rates. It is to the lasting credit of the school board members that they sought always to be fair in considering the salaries and the necessity of increases. It is to the credit of the teachers that they readily recognized the problem of the school board members, and consequently lessened their original proposals.

It was a source of satisfaction that the meetings were held on a plane of confidence and trust. There was a mutual give-and-take, mutual respect, and some humor in all the meetings. It is the opinion of the writer that the school board members left with a greater appreciation of teacher needs, and the teachers left with a greater appreciation of the intricacies of school finance. The final meeting ended with a spirit of camaraderie that promises well for future liaison committees.

The general consensus has been that the committee achieved what they set out to do, achieved the goal—a fair, equitable schedule. It is certain that the ties between school board members and the representatives of the Teachers' Association were strengthened, to the benefit of everyone—children, parents, taxpayers, and teachers alike.

The Pay Rates

The 1952-53 base schedule for experienced teachers in the service was fixed as follows:

Two-year diplomas—\$1,600 for first year; \$1,750 in second year; thereafter \$100 increases to \$2,800 in the fourteenth year.

Four-year degree—\$1,800 in first year; annual increments of \$150 up to \$3,300 in sixteenth year.

Master's degree—\$2,000 in first year; annual increases of \$150 up to \$3,500 in sixteenth year.

The foregoing rates will be increased by \$150 per year until the following maximum rates are reached in the schedule adopted for beginning teachers who come into the system:

Two-year diploma—first year, \$1,600; maximum in eighth year, \$2,800.

Four-year degree—\$1,800, first year; \$3,300 in tenth year.

Master's degree—\$2,000 in first year; \$3,500 in tenth year.

Doctor's degree—\$2,400 in first year; \$3,900 in tenth year.

In addition to the regular salary schedule,

each teacher will be paid a bonus of \$1,433.73 for the school year 1952-53.

The rules implementing the schedule provide for full credit for experience gained in the county and proper credits for outside experience and military service. Professional work toward a degree is recognized, and \$300 is allowed to married teachers, male teachers who maintain a home, and to widows with dependent children.

GARY SICK LEAVE PAY

Sick leave pay of Gary, Ind., teachers will cost the schools \$90,000 per year according to a study recently received by the board of education. During the past five years the average absences of teachers were 4.44 days per year or 15,160 total days for all teachers. The poorest records were made by the teacher group 19 to 29 years of age. These were absent 9 per cent more than the average. The best record was made by the teachers, ages 30 to 39, and a good showing was made by the oldest teachers, ages 60 to 69 years. The board of education has recently revised its rules to adjust the allowances to a new state law. The revised sections of the plan in brief provide:

1. One day sick leave per month during the school year, cumulative to 100 days, plus five days' absence per year for death in the immediate family, not cumulative.

2. Grandfather and grandmother deleted from list of immediate relatives whose death would permit paid absence and mother-in-law and father-in-law substituted.

3. Pay from regular payroll for holidays and vacation days while absent for sickness rescinded. Teachers absent due to illness on any school day for which classes are not in session must file claims for benefits through sick benefit plan.

4. Payment of sick leave benefits will be made in emergency cases on demand; may now be filed in 14 days after sick leave, instead of six days, except in the months of December and June when sick benefits regularly will be paid.

5. Formula for determining amount of money to be appropriated for sick benefit fund established at 110 per cent of average daily salaries, multiplied by 4.4 (average days absent factor) times number of teachers.

6. Teachers will draw sick benefits only for a six-hour day. The seventh hour worked by some teachers is overtime and not part of contractual salary.

SALARIES OF TEACHERS

► Teachers in Mingo Junction, Ohio, have received a salary increase of \$200 for the 1952-53 school year. Under the revised schedule the minimum for a bachelor's degree is \$2,600, the maximum, \$2,500; for a master's degree, \$2,800 and \$3,700.

► The Alamo Heights, Tex., board of education has adopted a new salary schedule as follows: bachelor's degree, from \$2,900 to, in 15 steps advance, \$4,250; master's degree from \$3,000 to, in 15 steps, \$4,725.

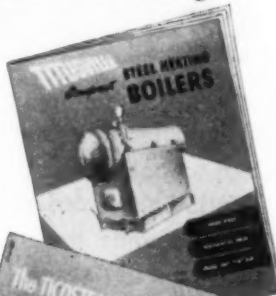
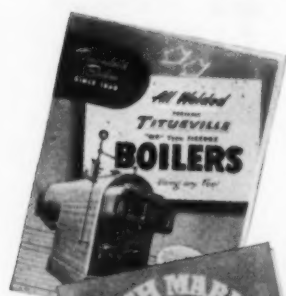
► The board of education, Stockton, Calif., has voted to increase salaries of teachers by a 5 per cent cost of living adjustment. This will provide a range in salary payments of from \$3,575 to \$6,300.

► The superintending school committee of Dexter, Me., has voted in favor of and put into effect a hospital and medical-surgical insurance plan for teachers whereby half the cost is paid by the town, half by the teachers. The plan includes all phases of insurance which are carried by industry.

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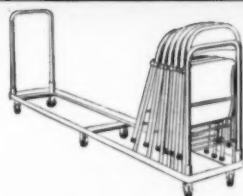
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CLEVELAND "DOG TAGS"

Cleveland's public school pupils shortly will be offered "dog tags" as a means of identification, the Cleveland board of education has announced. By unanimous vote, the board members have upheld opinions of three medical experts approving the plan providing the tags are issued on a voluntary basis.

The dog tags, listing the child's name, address, next of kin and religion, if desired, will be provided by the city's civil defense organization and distributed through the school home rooms. "The doctors have advised that there is no reason why we cannot recommend use of the tags," said Mrs. Norma F. Wulff of the board, who introduced this proposal. "The doctors specified their use should not be compulsory."

When the project was first suggested, objection was raised over whether children might develop "war jitters" from wearing the tags. Approving the plan in Cleveland were Dr. Charles F. Good, directing supervisor of the school health service; Dr. Bertha M. Luckey, supervisor of psychological service for the schools, and Dr. Oscar B. Markey, consulting psychiatrist for the system.

Little objection to the tags was seen by Member Robert H. Jamison, who has commented that pupils likely would take to the idea with enthusiasm and that they all would want to have them.

"Most people will go along with the plan, which is one of the few in the country," according to Dr. Good. "But we in Cleveland do not intend to force the issue; it is left up to the pupils or the parents."

Special mention among new teacher appointments for the 1952-53 academic year was the

selection by Supt. Mark C. Schinnerer of George Theobald as the first man ever to be named a supervisory assistant in a Cleveland elementary school. Mr. Theobald, a former army major who was a combat paratrooper in World War II, has been assigned to Quincy and Washington Irving Schools in Cleveland.

PERSONAL NEWS NOTES

► Appleton, Wis. CECIL FURMINGER has succeeded John Strange as president of the school board.

► GERHARD KUBITZ has been re-elected president of the Manitowoc, Wis., school board.

► WILBUR T. KEARNS has been re-elected chairman of the Aberdeen, S. Dak., board of education.

► ATTORNEY ROBERT M. FAULKNER has succeeded Dr. James A. Gannon, resigned, as a member of the Washington, D. C., board of education.

► DR. HUGH C. WILLETT, president of the National Collegiate Athletic Association, has been named to an interim appointment on the Los Angeles board of education to replace Attorney J. Paul Elliott.

► The Whitesburg, Ky., board of education consists of PEARL DIXON, chairman, B. F. WRIGHT, KERNEY DAY, RAY COLLINS, and WILLIE BENTLEY.

► LOY WILSON has been appointed to the board of education, Clinton, Okla., to fill the unexpired term of Roy Blankenship. J. D. BARTLETT has been elected clerk of the board replacing Mr. Blankenship.

► CARL CLOUT has replaced Albert Loomis as clerk of the board, Anadarko, Okla. Mr. Loomis, who resigned, served 15 years.

► Members of the 1952 Broken Arrow, Okla., board of education include E. L. LOYD, president, J. M. FRIGEL, E. L. SIMMONS, clerk, L. N. WALKER, A. B. CHEATHAM, and F. A. PETRIK.

► ROY W. THIEL, member of the Fond du Lac, Wis., board of education since 1940 and its president since 1946 has resigned. During the past year he has been president of the Wisconsin State School Board Association.

► O. H. ROBERTS, JR., has been renamed president of the Evansville, Ind., school board.

► DR. R. J. METCALF has been elected president of the Eldorado, Kans., board of education.

► The Coffeyville, Kans., school board unanimously re-elected T. W. HIGGINSON president and FORREST W. BOONE vice-president. Both will serve 1-year terms.

► The Emporia, Kans., school board has re-elected JOE J. MORRIS, president, DR. C. C. UNDERWOOD, vice-president, and MRS. MAGDELENA Y. BAKER, clerk.

► Watertown, S. Dak. The school board has elected RUSSELL B. CREASER as president to succeed Stuart B. Crothers.

► KENNETH P. BRASTED has been elected president of the school board at Wichita, Kans.

► J. RUSSELL HIATT of Crown Point, Ind., has become superintendent of schools at Lafayette, Ind.

► RICHARD N. LINDSEY, 62, superintendent of schools at Galesburg, Ill., since 1938 died July 20.

► GEO. W. EBEY, assistant superintendent of schools in charge of Curriculum, Portland, Ore., has become first assistant superintendent at Houston, Tex.

► EDWARD K. ERICKSON has assumed the office of superintendent at Ellensburg, Wash.

► DR. WARD STEWART has been appointed U. S. Assistant Commissioner of Education. He will be in charge of program development and co-ordination in the U. S. Office of Education at Washington.

► G. C. ELEY has been elected president of the school board at Marysville, Kans. WILL C. KING was elected vice-president.

► HERBERT F. COBLEY has been elected superintendent of schools at Bloomsburg, Pa. He succeeds Paul L. Gilmore, who retired August 31.

► HARRIS A. MARSHALL, of Darlington, S. C., has accepted the superintendency at Orangeburg.

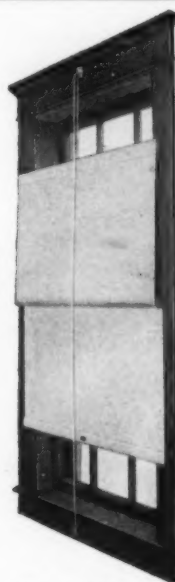
► FRANK B. BENNETT, formerly superintendent of schools at Salem, Ore., has become president of the Eastern Oregon College of Education.

MR. STEEN RETIRES

M. M. Steen, architect and superintendent of buildings of the Pittsburgh, Pa., public schools, retired as of June 30, after 21 years of service. Mr. Steen is a registered architect and was in private work when appointed in October, 1931, to the position of assistant superintendent of school buildings. As a member of the firm of James T. Steen & Sons, he had designed three high school buildings for Pittsburgh. In addition to acting as supervising architect for the schools, responsible for all planning and construction of school buildings, he had general supervision during the past 12 years, of all school board property.

The board of education, in accepting Mr. Steen's request for retirement, adopted a minute paying tribute to his devotion to duty and his indefatigable work.

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SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of July, 1952, sales of school bonds in the amount of \$97,683,000 were recorded. The largest sales were made in California, \$15,429,000; Michigan, \$5,817,000; New Jersey, \$4,389,000; New York, \$7,544,000; North Carolina, \$4,200,000; Ohio, \$7,392,000; Texas, \$7,484,000; Virginia, \$7,100,000; West Virginia, \$10,660,000.

The average price of twenty bonds as of August 1, was 2.15 per cent.

PER PUPIL EXPENDITURES IN OHIO

John H. Herrick, head of the Survey Division of the Research Division, Ohio State University, has issued a report of a study of per pupil costs in Ohio for the year 1950-51. The per pupil costs according to type of district are: City, A.D.A., \$234.36; A.D.M., \$219.27; exempted village, A.D.A., \$188.57; A.D.M., \$177.49; county, A.D.A., \$183.94; A.D.M., \$173.09. For the entire state, A.D.A., \$211.59; A.D.M., \$198.49.

A breakdown of total costs shows increases in all items, except auxiliary agencies in each of the classifications of districts and fixed charges as follows:

General control, cities, 4.69; villages, 8.45; counties, 10.34.
Instruction, cities, 6.09; villages, 6.30; counties, 5.21.
Plant operation, cities, 6.68; villages, 8.96; counties, 6.46.
Plant maintenance, cities, 11.91; villages, 9.28; counties, 2.36.
Auxiliary agencies, cities, 3.21; villages, 17.42; counties, 16.23.
Fixed charges, cities, 4.63; villages, 1.05; counties, 0.51.
The average for 113 cities was \$154.64 for instruction, and \$219.27 for total current expenses.

SCHOOL FINANCE

► The board of education at Warren, Ohio, has appropriated \$2,455,773 for the conduct of the schools during the year 1952-53. It is expected that the sum available will be insufficient to carry the schools through the year and that a deficit will occur. The board has accordingly asked for an election in November to increase the school income both for teachers' salaries and for needed capital outlay.

► Citizens of Miles City, Mont., have passed a 2 mill levy to raise \$21,000 for operational purposes.

► St. Louis, Mo. An operating surplus of \$848,382 for the fiscal year ended June 30, 1952, has been reported by the board of education. The total income for the period was \$21,869,979, while expenditures totaled \$21,021,597. The surplus, which is carried forward into the board's general operating fund, resulted from the 12-cent increase in the school tax rate voted last year.

Board member William H. Charles repeated his contention that the general fund may prove insufficient to meet a record school budget for the year 1952-53. The new budget which calls for an increase in expenditures of \$3,589,924 over 1951-52, has been approved by the board. The school system's share in revenue from city taxes for the period was \$15,812,452. Income from state sources amounted to \$5,324,451.

► The board of education and the local Chamber of Commerce of Broken Bow, Neb., have co-operated in an effort to increase the city ad valorem tax assessment by \$500,000 to provide financial aid to the city schools.

The town and community has enjoyed a phenomenal growth, but the income from bond issues and a 5-mill building levy was not sufficient to keep classrooms for an increased enrollment.

► The Franklin-Simpson county board of education at Franklin, Ky., has approved a plan for bringing to the people in November, a proposal to increase the tax rate for school purposes from \$1.50 to \$2. The additional fifty cents is to be used to finance one bond issue of \$500,000.

► Eight years ago Broken Arrow, Okla., an

outgrowth of Tulsa, started an industrial growth that has continued to the present date. Because of the increase in population, the board of education and the Chamber of Commerce worked together to provide adequate school facilities. Enrollment increased so rapidly that the income from bond issues and a 5-mill building levy were not sufficient. The board therefore purchased war surplus buildings to supplement the bond issues to build a physical education building and auditorium, a cafeteria each for the elementary and high school, a home-economics building, a vocational agriculture building, a band building, a vocal music building, a bus garage, an industrial-arts building, and a vocational carpentry building.

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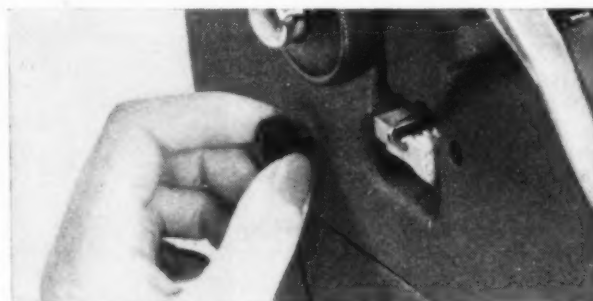
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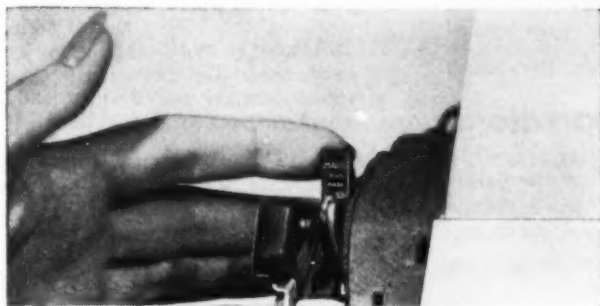
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► The board of education, Stockton, Calif., has approved construction plans totaling an estimated \$6,000,000 for a new four-year high school (1500 capacity), four new elementary schools, the replacement of a combined boys' and girls' gymnasium for an existing high school, a five classroom unit for Stockton College, and numerous additions to existing elementary schools. Another \$2,800,550 in building projects is expected to be completed within the next 12 to 18 months.

► The new addition to the Stonington High School, Stonington, Me., has been completed. The unit includes a gymnasium-auditorium, an industrial-arts shop, and classrooms.

► The newly completed elementary school in Deer Isle, Me., includes classrooms, cafeteria, and recreation room.

► Woodland, Calif. Plans are under way for the construction in the eastern part of the district of a seven-hundred student high school to be ready for occupancy in the fall of 1954.

► A new \$170,000 building to house gymnasium, auditorium, and cafeteria for the Jay high school has been completed at Jay, Me.

► Thirteen classrooms, a combined gymnasium-auditorium, a combined library-gymnasium and a five bus garage are included in Wickliffe, Ohio, plans for a new elementary school.

► Marietta, Ohio, has just completed a vocational agriculture building and a six-room elementary school, and has started construction on a 13-room elementary building. Future plans call for two more elementary schools.

► Alamo Heights, San Antonio, Tex., has let a \$432,885 contract for the construction of a 23-room elementary school to include administrative offices, a central library, cafeteria-auditorium, and covered play area. Single-loaded corridors will be used for the primary grades, double-loaded corridors for the upper grades.

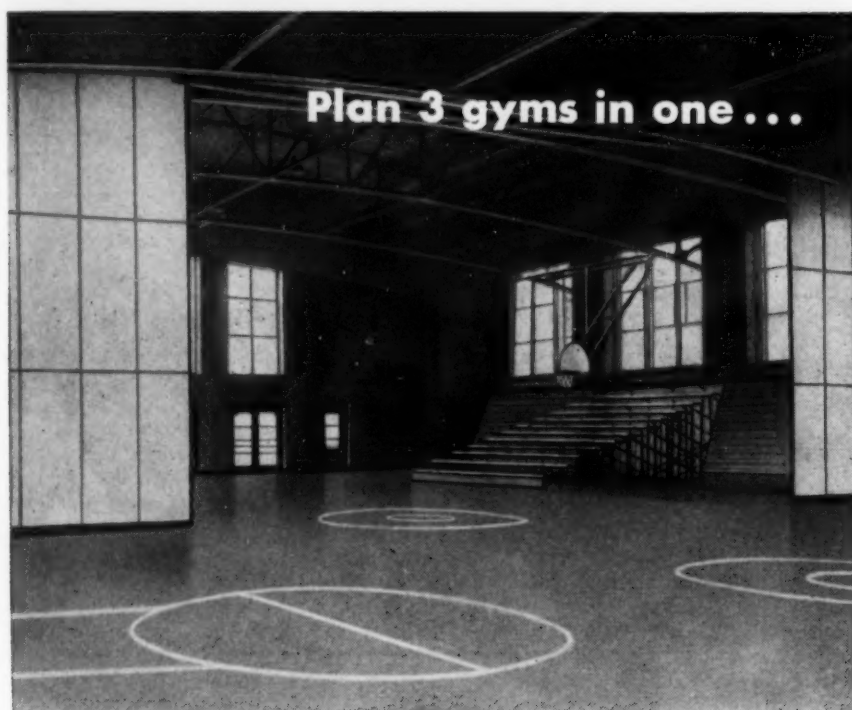
► Modern facilities are now available to every child in Painesville, Ohio. The board of education has completed a building program of additions to four elementary centers and a high school center. Started in 1945, a \$720,000 bond issue (1946) and a \$175,000 bond issue (1951) were necessary to complete the program. Cost breakdown: buildings and equipment, \$1,670,000; property, \$45,000; relighting, \$30,000; total, \$1,745,000.

► Six classrooms, a storage room, and teachers' rest room have been added to the Wooster, Ohio, elementary school constructed in 1949. Classrooms have acoustical plastering, open-ventilated lockers, a lavatory, drinking fountain, glass chalk boards, and Slimline lighting. Modernized glass block is used throughout the south side of the building. Gas heating is employed. The multi-purpose room, built into all elementary schools since 1949, is considered the most important room in the building.

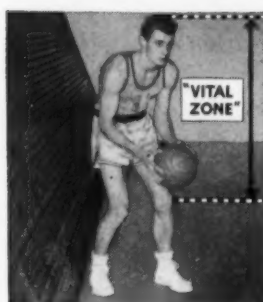
► An eight-room annex and cafeteria has been added to the Burns School, Saco, Me., at a cost of \$165,000. The classroom walls are of glass block.

► Building activities in Clinton, Okla., include the newly completed Southwest elementary school and a shop building now being constructed for the Clinton high school under the vocational carpentry program.

► West Carrollton, Ohio, soon will break ground for a new elementary school building and shop. The elementary building will contain 27 classrooms, an arts and crafts and band room, a multi-purpose room, and two sets of offices. The shop building will accommodate four general areas of shopwork and will be located on a 10-acre plot. The buildings are being financed by a \$1,050,000 bond issue. The present elementary and high school building will be used entirely for high school purposes.



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SCHOOL EQUIPMENT

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DIVISION OF

CURRENT STATISTICAL DATA

	Date	Totals
Elementary School Enrollments ¹	1952-53	26,064,000
High School Enrollments ¹	1952-53	6,263,000
Higher Institutions ¹	1952-53	2,150,000
Total U. S. Population ²	July, 1952	157,015,000
Marriages ²	1951	1,594,900
Divorces ²	1951	371,000
School Bond Sales	July, 1952	\$ 97,683,000
School Contracts	July, 1952	\$131,179,010
20 Municipal Bonds ³	Aug. 29, 1952	2.15 % av.

¹U. S. Office of Education, Preliminary Prediction.

²U. S. Census Bureau, Estimate.

³Bond Buyer, New York.

SCHOOL BUILDING CONSTRUCTION

During the month of August, 1952, contracts were let in 11 states west of the Rocky Mountains for 9 school buildings at a total value of \$9,940,287.

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Pupils

The Tennessee code sections and the constitution effectuating what is known as segregation of races in schools which operate upon all races alike are not violative of the equal protection provision of the fourteenth amendment to the U. S. Constitution. Tenn code, §§ 11395-11397; Tenn const. art. 11, § 12; U.S.C.A. Const. amendment 14. — *McSwain v. County Board of Education of Anderson County*, 104 F. Supp. 861, Tenn.

Schools and School Districts

The Missouri statutory provision that school districts shall be adjoining before proceedings can be taken for annexation of one of them by the other is mandatory. Section 165.300, RS Mo, 1949, V.A.M.S.—*Willard Reorganized School Dist. No. 2 of Greene County v. Springfield Reorganized School Dist. No. 12 of Greene County*, 248 Southwestern Reporter 2d 435, Mo. App.

Where a Texas school district had become dormant, the county board of school trustees and county judge were co-ordinate authorities of the county for consolidation of such district with other districts. Vernon's Ann. Civ. St. arts. 2806, 2922-18. — *Handley v. Coker*, 248 Southwestern Reporter 2d 814, Tex. Civ. App.

School District Property

The New York City board of education did not have the duty to provide for the supervision of junior high school students every step of the way down staircases and to exits used by such students in leaving the school building for lunch, and was not an insurer of safety of such students, and the duty owed by the board was to exercise such care as a parent of ordinary prudence would have exercised under comparable circumstances. — *Leibowitz v. Board of Education of City of New York*, 112 N.Y.S. 2d 698, N.Y. Supp.

The operation of a bus by a school district to transport students from school to their home is a "governmental function." M.S.A. §§ 471.42, 471.43. — *Rittmiller v. School Dist. No. 84 (Wabasso, Minn.)*, 104 F. Supp. 187, Minn.

The carrying of liability insurance by a school district covering accidents arising from the operation of a school bus and the payment of premiums on such policy did not impose any liability upon the municipality and was not a waiver of immunity from liability for negligence. M.S.A. §§ 471.42, 471.43. — *Rittmiller v. School Dist. No. 84 (Wabasso, Minn.)*, 104 F. Supp. 187, Minn.

The driver of a school bus had no immunity from liability for damages resulting from his negligent operation of the school bus while transporting students from school to their homes. — *Rittmiller v. School Dist. No. 84 (Wabasso, Minn.)*, 104 F. Supp. 187, Minn.

School District Taxation

It is not necessary for the resolution of a board of trustees of a school district requesting on an election on a proposed school bond issue, to set forth in detail the plans, specifications, and cost of proposed improvements to the school plant. Miss. laws of 1950, c. 231. — *Tedder v.*

Board of Supervisors of Bolivar County, 59 Southern Reporter 2d 329, Miss.

School District Claims

In an action brought against the New York City board of education for injuries which a junior high school student received when she was thrown to the ground and was stepped upon when she and other students were on steps leading to a vestibule which led to an outside door, the plaintiff's evidence did not establish prima facie that injuries were occasioned by the overcrowding of students, and the plaintiff's evidence failed to sustain the charge of lack of supervision of students leaving the school building for the lunch period, and the defendant was entitled to judgment dismissing the complaint for failure of proof. — *Leibowitz v. Board of Education of City of New York*, 112 N.Y.S. 2d 698, N.Y. Supp.

Teachers

A Colorado employee under a teacher's contract who abandoned his contract, was not entitled to damages for breach thereof, and since there is no actual discharge, such employee was not entitled to notice or hearing as provided in such contract. — *Hahn v. School Dist. No. 4, Routt County*, 245 Pacific Reporter 2d 287, Colo.

Where the employment of a new school superintendent began in June before the expiration of his contract to serve as a principal in some district until September, it was not irregular to allow such a superintendent his salary as both principal and superintendent during the summer months, as respected the right of an old superintendent, who was hired through August and who resigned in June and then left the district, to recover his salary during the summer months. — *Hahn v. School Dist. No. 4, Routt County*, 245 Pacific Reporter 2d 287, Colo.

When a Wyoming teacher accepts employment in any given school, there is an implied agreement that while he continues in such employment, his moral conduct shall be in all respects exemplary and beyond just approach. — *Tracy v. School Dist. No. 22, Sheridan County, Wyo.*, 243 Pacific Reporter 2d 932, Wyo.

In the absence of a statute or contract permitting the removal of a teacher at the pleasure of the school board, principles of justice require that a hearing should be had after a notice given to the teacher concerning grounds of removal. — *Tracy v. School Dist. No. 22, Sheridan County, Wyo.*, 243 Pacific Reporter 2d 932, Wyo.

As used in a letter from the school board to a teacher informing the teacher that due to a happening of the last few days, especially drinking within the boundary of the schoolhouse, and offering of such to the students, the teacher should offer his resignation effective immediately, the word "drinking" meant the practice of drinking intoxicating liquors to excess and was sufficient to apprise the teacher of the grounds on which his removal was sought. — *Tracy v. School Dist. No. 22, Sheridan County, Wyo.*, 243 Pacific Reporter 2d 932, Wyo.

Pupils, Conduct and Discipline

The board of education of a county school district had power to discontinue the instruction of students of a particular grade in an established school in a community upon its providing for such students reasonably adequate transportation to, and instruction in, another school in the district. — *Widdison v. Board of Education of Weber County School District*, (Utah) 242 Pacific reporter 2d 764.

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Training School-Maintenance Personnel

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Administrators and school board members are giving increased recognition to the need for training custodial staffs. The labor costs involved in school maintenance make it mandatory that all custodial services be conducted in an efficient manner. The school custodian group has many problems in common; much more so than those performing similar duties in other types of buildings. This fact makes it necessary to provide group training designed to meet the school custodian's particular situation.

The Suburban School Business Officials' Association of the Chicago metropolitan area recognized custodial training as a common problem. At the beginning of the 1951-52 school year, the group appointed a committee of its members to study the problem and report its recommendations to the membership. The committee recommended that a short, intensive workshop-type conference be conducted as an initial step in developing an upgrading program. The program had three

goals: (1) to develop a satisfactory attitude toward training among the custodians; (2) to provide a limited amount of practical information for the custodians having direct application to their daily work; and (3) to establish within the group a proper respect for the school custodian's job and its responsibilities.

The conference held June 23, 24, and 25 at the Lowell School, Oak Park, was arranged in a manner to make it flexible and adaptable to the needs of each individual. Each of the three-day workshops included a general session, at which a competent speaker addressed the group and problems of common interest were discussed. Each day following the general session, 22 one-hour sectional meetings were held, each dealing with a separate topic of interest to the group. Sectional meetings were planned on the demonstration and discussion type and lecture meetings were held to a minimum. Typical topics for discussion were care of floors, boiler operation, general cleaning of buildings, care of lighting fixtures, care of school grounds, care of fire protection equipment, and operation and care of ventilating systems.

The instructional personnel was selected on the basis of its ability to deal with the selected topics. In several meetings, representatives of industrial concerns participated; in others, custodians demonstrated methods and techniques, and in still other sessions, a conference leader conducted a group discussion as a means of offering an exchange of ideas among the custodians on means of dealing with particular topics.

On the final day of the conference, each person present was asked to fill out an evaluation sheet on the conference. The group members were asked for suggestions and preferences for the types of meetings they deemed most beneficial—demonstration, discussion, lecture, and the like. Custodians were asked to indicate if there was an interest for more detailed training in regular classes. They were also asked to suggest the names of persons from their group whom they felt would best represent them in the planning activities of a subsequent school building maintenance conference.

Several schools have expressed interest in following up the initial training for the custodial group in their communities with a program of vocational training classes through the year. The Illinois State Board of Vocational Education has prepared instructional material and is willing to arrange for teacher training of the personnel and to offer its services to assist with the local programs. The list of topics will be similar to those used at the conference and each group is permitted to select a number sufficient to cover a year's course of study. An instructor's guide sheet has been prepared for use with each topic, and each teacher will have assistance in planning and presenting the information and in evaluating the effectiveness of the teaching.

The need for training those responsible for the maintenance and operation of the physical plant is ever increasing. Providing this training will contribute immensely to the over-all efficiency and economy of the upkeep and economy of the school plant operation and maintenance.

LOGAN IMPROVES ITS SCHOOL PLANT

The board of education of Logan, Utah, in 1951, adopted the philosophy that school buildings are tools of education as well as shelters for school children. The district began a self-survey to determine the probable improvements needed in the school plants. A careful study was made of the educational program, of the population trends, and of the needed buildings which must serve. All this led to over-all plant planning adjustment in the district.

A study of the educational program revealed that the present activities in the schools require more space in the classrooms. In the new buildings and additions, it was felt that not less than 900 square feet of space per classroom was needed. It was suggested that in the existing rooms, with only 600 to 700 square feet of space, classes be restricted in size. Since auxiliary features are essential to the school program, it was decided to include space for a faculty room in each school building, a health clinic, space for an office, and a room for counseling or conferences.

Special rooms for music, industrial arts, and science were also considered desirable, but the financial situation does not permit of the addition of these facilities. It was decided to install a library in each elementary school.

A new site will be obtained for a new junior high school projected for erection within the next few years. Exclusive of the junior high school and additions to the senior high school, the program includes new classrooms for old buildings, and the rehabilitation of structures to the needs of an educational program, to cost an estimated \$600,000.



Effective Industrial Arts Building

Lawrence Park Township, Pennsylvania, is enjoying the use of a new industrial arts building completed in the spring of 1952 at a cost of \$39,000. The one-story building measures 102 by 33 feet and includes a planning and mechanical drawing room, a large shop, a janitor's room, separate washrooms for service shop. The building was erected by the School District using its own help and acting as its own general contractor. The building which is on the grounds of the high school has been found particularly effective in providing complete industrial-arts and prevocational courses adapted to the needs and interests of the pupils and the district.

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MUST RETIRE AT 70

The Louisville, Ky., school board has voted to require all school employees to retire at age 70. The order applies to some 950 non-certificated men and women in clerical, custodial, lunchroom, and maintenance work and carries no implication of pensions or other benefits except part-time employment during the first year of the operation of the plan. No such part-time employee may earn more than \$550 in order not to endanger his or her Social Security benefits. The business agents of the several unions of nonteaching employees have protested the plan, but Supt. Omer Carmichael has pointed out that the board has no funds which could be applied to a local pension plan. The teachers are protected under a state retirement plan.

TEACHERS' PENSION COSTS

A study of the cost of independent old age pensions for Missouri public school teachers indicates that by the year 2000, the cost of this insurance will be higher than the cost of old age and survivors insurance provided under a Federal Social Security Act.

An original research by Dr. Ivan D. Calton of Southwest Missouri State College indicates that in the year 2000, the cost of independence group coverage of Missouri public school teachers will be 10.38 per cent of the earnings of

Missouri public school teachers. For the same year, 2000, the intermediate cost estimate of federal old age and survivors insurance is 7.87 per cent of the earnings of persons covered by this insurance. The difference is 2.51 per cent of the earnings and in the year 2000, will be \$1,293,234.18.

Dr. Calton holds that Missouri teachers should be informed so that they may take proper action relative to their coverage by Federal Old Age Insurance.

If Congress should consider amendments to the social security act to permit coverage of all public employees, including teachers, the amended federal law should permit continued existence of the special state systems.

TEACHERS AND ADMINISTRATION

► At Lisbon, Ohio, all teachers will participate on November 14, in a one-day workshop devoted to the study and education of the gifted child. A number of psychologists and specialists had been engaged to conduct the workshop which will be under the general direction of Supt. V. J. Ullmann.

► The school boards of Union No. 65, Maine, have adopted a policy of closing schools for one half day each month to allow teachers to conduct workshops to improve instruction techniques.

► Munfordville, Ky. The board of education has notified teachers who are not college graduates that they must earn six semester hours every two years before the board will continue to employ them.

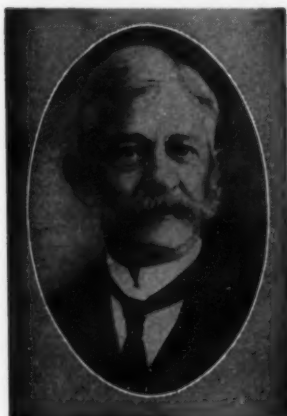
► County Counsel Harold W. Kennedy has advised the Los Angeles, Calif., board of education that it can request legislation barring

the employment of Communists and that it is entitled to determine whether school employees are, or have been, Communists. Mr. Kennedy also stated that a school employee who failed specifically to answer questions of a state or national un-American activities committee relating to Communist Party membership may be liable for discharge.

► The New Orleans, La., schools have added 75 new teachers to the staffs of the newly organized junior high schools in order to provide special instruction in physical education, music, science, and guidance. Of the group some 30 will have been assigned to white schools, and 43 to Negro schools.

► The Baltimore, Md., board of education has decided by a vote of 5 to 3 to admit a group of Negro boys to the Polytechnic Institute, a public high school for boys. The city law requires segregation in the public schools, but the Polytechnic high school offers the only stepped-up four-year educational program for talented boys who wish to become engineers. The board felt that a course in the Douglass high school for Negroes would not provide equal educational opportunity required under a recent federal decision.

► The Los Angeles County District Court of Appeals has rendered a decision upholding a finding of the lower court in which a former member of the board of education of Los Angeles, Calif., Roy J. Becker, was found guilty of having an illegal interest in insurance contract awards. The court held that Becker was erroneously advised in maintaining his connections with an insurance company by the County Counsel's office. The court stated that "Mr. Becker is a man of unquestioned honesty and integrity."



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ORGANIZED LAY SCHOOL COMMITTEE

The board of education at Cleveland Heights, Ohio, a suburb of Cleveland, has organized lay school committees, whose function it is to advise with the board of education and to act as intermediaries with the community in the development of desirable improvements in the school system.

A lay committee was first established in Cleveland Heights in January, 1950, to provide for the study of human relations in the schools and to help in the development of better public relations. Similar committees have been appointed annually and have served successfully in a purely advisory capacity.

For 1952 the committee consists of four subcommittees to work in the fields of: (1) human relations; (2) instruction; (3) buildings and grants; and (4) finance. Appointments are made by the president of the board of education and meetings are called upon the initiative of the chairman of the committee or of the board of education. During the previous year as in the past the committees will provide a center for the discussion of problems which have come before the board of education and a means of passing out authoritative information to the community.

In previous years, superintendent of schools, O. E. Hill and his associates in the several executive departments of the schools, have advised with the committees and have familiarized them with the work of the respective departments. The current committees are devoting considerable attention to the problems which are arising out of current economic situations.

ONE-MAN COMMITTEES

The school board at Durango, Colo., has voted to assign its members to act as one-man advisory committees working with Supt. W. A. Canode in the preliminary consideration of administrative problems. Emil Johnson will serve as an advisor in matters of supplies and equipment; John Peters in the matter of repairs and replacements; A. M. Emigh for legal matters and bids; Tom Mason on finance problems; and Herbert Siegel on teacher personnel.

LIMA'S CITIZENS COMMITTEE

The Lima City, Ohio, board of education has approved the continuation of the Citizens School Advisory Committee. This committee has been in existence five years, with new officers elected annually. Recently, the committee set up and adopted a Constitution covering its objectives, membership, and the like. High lights of the constitution are:

Objectives: To advance public education in all branches and to foster and promote an understanding of the benefits of public education in the development of a sound, healthy, and intelligent community, based upon the nature of the population, the needs of the times, the resources

of the community, and in keeping with the American way of life.

Organization: The committee will be comprised of 21 citizens. The length of membership will be three years. At the inception, seven members will be designated to serve for three years, seven for two years, and seven for one year. Thereafter, seven three-year term members will be selected annually by the committee and the school board.

The committee meets quarterly, usually with a representative of the school administration present.

The committee sends the school board reports of meetings and activities. Final decisions in all matters reside in the school board.

At present, the committee is making a study of the public school financial picture.

OF LONG STANDING

The work of a citizen's advisory committee which has given long service to the Sewanhaka, N. Y., high school is commended in his annual report for 1951-52 by Supervising Principal Harold W. Wright.

Mr. Wright says in part: "The first of these committees was appointed in 1936, and since that time citizens' committees have aided in making Sewanhaka an effective force for good in the life of our community. The membership of the committees consists of professional, technical, business, and lay leaders of the community who assist the administration in an advisory capacity. The purpose of these committees is to promote a closer relationship between practice in industry and other fields and instruction in the school. The contribution of the vocational advisory groups which are required under the

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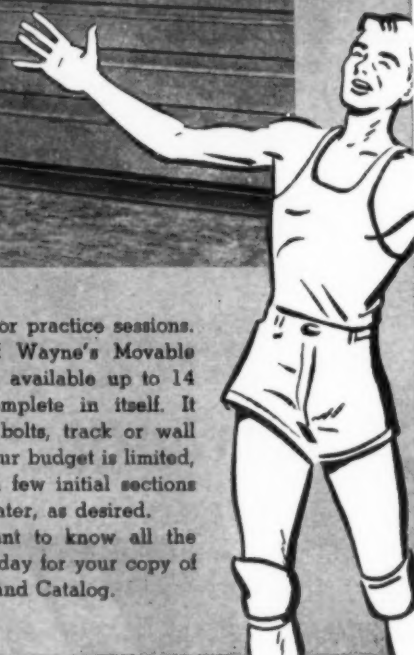
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Smith-Hughes law by which schools receive federal aid for vocational training, has been considered so valuable by the board of education, the administration, and the faculty, that additional committees for activities other than vocational were appointed from time to time. There are now more than one hundred men and women serving the school in this capacity.

"Meetings of the committees are usually held at the call of the chairman, their frequency depending upon how pressing the problems are which are under consideration. It is customary for an administrative officer and one or more members of the faculty to attend each meeting. The meetings are conducted by lay members of the committee and the deliberations and decisions are made known to the board of education. There have been occasions when committees have passed resolutions which have been transmitted to the board of education via the principal as a written communication from the group. There have also been occasions when committee members have appeared before the board of education, to advocate personally proposals in which the committee is interested. In this way they are helpful in providing specialized or technical knowledge and experience to aid the board of education in reaching a decision."

SCHOOL BOARD NEWS

► The Boston school committee has ordered that any interference or interruption of the decorous and dignified conduct of its meetings shall be taken note of and the committee shall retire to a room open only to members of the press and persons having business with the committee. The meetings of the committee are to be open to the public only so long as groups in attendance are orderly and co-operative.

► The status of Ardmore, Okla., schools according to Supt. George D. Hann, is very good. All buildings are modern, well lighted, and recently painted. Equipment and furniture is in good condition. The curriculum, except for some vocational courses, is complete. With the exception of one part of town, there are no crowded conditions and the pupil-teacher ratio is very good. Plans now are being made for a new elementary school to be constructed in the near future.

► Waterloo, Iowa. The school board has adopted a policy of permitting no racial bars in the employment of teachers. The resolution will open the way to the hiring of Negroes.

► The New Orleans, La., school board has adopted a new system of accounting to replace the horse-and-buggy plan, which has been in use since 1921. The new plan will eliminate the old lump-sum plan of appropriations and will enable the school executives to designate exact amounts for each activity and every school. Principals and department heads will be expected to operate within their budgets and all requests for outlays will be subject to a check against unexpended balances which the new accounting will show. The central office books will be kept with the aid of accounting machines, bought at a cost of \$25,000.

► St. Louis, Mo. The board of education has appointed five general educational consultants to supervise work of probationary teachers and strengthen teaching methods of regular teachers in St. Louis schools.

The appointments came as a result of recommendations from schools undergoing continuous education evaluation programs. A need for an enlarged consultation service was noticed by school principals. All appointees are principals or former principals.

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SUGGEST IMPROVED POLICIES

The board of education at Austin, Minn., has recently received a series of policy recommendations made by Dr. O. E. Domian, and Dr. Walter W. Cook, and Professor Frank W. Hart who conducted a survey of the Austin city schools.

The surveyors recommended that the administrative policies and procedures of the schools should be definitely improved to provide for attention to the individual differences in the abilities and interests of pupils. The policies should be so adjusted as:

1. To make it possible for the teacher to know each pupil better. The teacher must know the abilities, strength, weaknesses, interests, and problems of each pupil well enough to direct his learning effectively.

2. To provide the teacher with instructional materials—readers, science books, history books, and reference works, with a range of difficulty, interest appeal, and content which are suitable for the range of abilities and interests of the class he teaches.

The surveyors, particularly, suggested the introduction of a broad systematic testing program and the grouping of children within all classes on the basis of abilities and needs in the several learning areas.

At present, the teaching load in some classes is too high, and it would be advisable to adjust attendance groups that no primary teacher have more than 25 pupils and no intermediate teacher more than 30 pupils. The pupils would gain distinctly if the teachers remained with their classes for more than one year so that the present excessive emphasis on grade placement, passing, and failing might be eliminated. An improved system of reporting should be worked out and put into force.

In determining the grade placement of children, greater attention should be given to the age and physical development in order to make use of natural groupings which children themselves make.

The daily program of the schools should be made more flexible, and the week rather than the day should be the unit of program making. A greater wealth of instructional materials should be provided by supplying each classroom with a library, workbenches, bulletin boards, materials, and the like. The new types of elementary school activities require 25 square feet per pupil classroom area.

PARENTAL CO-OPERATION ASKED

The Warren, Ohio, city schools have prepared a useful pamphlet for parents under the general title "Is Your Child Ready for the First Grade?" The folder, signed by Supt. Paul A. Miller and School Psychologist J. G. Hickox, asks 11 questions on which parents are requested to score themselves concerning the actions which they have taken to prepare their children for entrance into school.

Eleven significant statements are provided under the title of "A Pledge for Parents," points which parents must observe in order that the school experiences of children and their progress will be effective and happy. A final section of the folder outlines eight conditions which are necessary for the child to succeed in beginning reading.

The Warren city schools offer four special services helpful in adjusting children to entrance in the kindergarten and first grade. These include physical examination by the school nurses and advice on the correction of defects and the development of correct diet. The speech therapist

is prepared to confer with all parents of children afflicted with defective speech and to give therapeutic treatment according to individual needs. The school dentist and the oral hygienist examine the teeth of all children and recommend needed treatment. Finally the school psychologist is prepared to help teachers and parents understand individual children and to test those children who seem to lack the necessary development of traits required for beginning reading.

MODERN LANGUAGES

French, Spanish, and German have been introduced as supplementary language courses in the elementary schools of the District of Columbia, beginning with the kindergartens and continuing through grade six. A poll of parents taken last spring indicated that 6353 parents showed a preference for French, 4821 chose Spanish, and 1401 asked for German. A check of the teachers resulted in 81 teachers reporting themselves qualified to teach French; 61, Spanish; and 33, German.

EXPAND RADIO AND TV

The Chicago board of education has leased the fortieth and forty-first floors in the Bankers Building, in the Loop, to permit the expansion of its educational radio broadcast studios and to permit the establishment of an educational TV station. It is estimated that the TV equipment will cost in the neighborhood of one million dollars.

Twelve major necessities in the Chicago area are interested in the development of TV and have asked the Ford Foundation for 4 million dollars to carry on experimental work over a period of years.

EL PASO ENJOYS NEW SCHOOL PLAN

With the opening of schools in El Paso, Tex., in September, 1952, a number of classes of first and second graders are attending school in a homelike atmosphere. They are housed in buildings which will someday be homes. All this is part of a new plan to provide emergency classroom space in East El Paso, where new subdivisions are peopled by young couples with small children.


The need for additional classrooms became apparent early in 1952. Federal aid was applied for and later approved so that the new Hughey School could be provided for Fort Bliss pupils.

In the vicinity of the Hillside School, adjoining building lots were purchased in four subdivisions. The school architect prepared plans for a pair of two-bedroom homes. The walls separating the living room and the bedrooms were omitted. A bathroom and kitchen were included in each of the houses. On each of the sites, a roomy playground is provided and the yard is enclosed by a high rock wall. The lawns are landscaped. In all the respects the four school units blend with the adjoining neighborhood.

FARMINGTON REPORTS PROGRESS

The Davis County School District, Farmington, Utah, has a new elementary school under construction, to be completed in September, 1952, at an estimated cost of \$260,000. Two further elementary schools and an addition to another school

(Concluded on page 84)

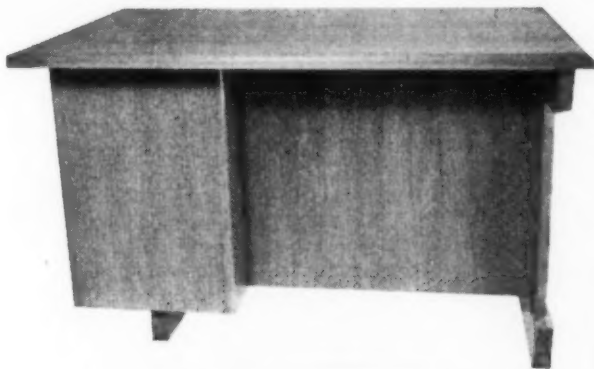


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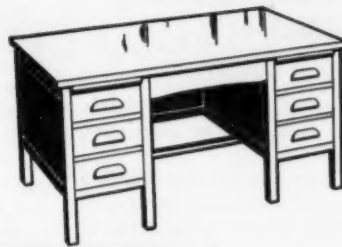
TEACHER'S CONFERENCE DESK

This beautiful unit has a center-set panel allowing adequate knee room for teacher and student. The top is much larger than the average desk and is constructed with a thick built-up oak top cross banded and with the finest FAS hardwood. It is modern, attractive and roomy.



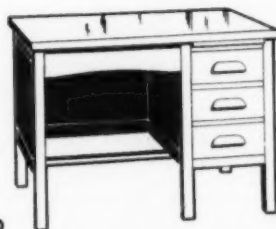
TYPING DESK

#5635 desk, built for service. Designed for the most hearty use; no wobble, extra privacy, extra drawer space! Top of built-up cored oak veneered. Drawers of three-ply hardwood. Panels and sides of oak-faced hardwood and solid oak.



EXECUTIVE DESK

#5560, Top size 34" by 60" with central locking device. Both this desk and the #5550 have drawers of hardwood sides, solid oak fronts—superior quality of workmanship guaranteed.



TEACHER'S DESK

#5550, made of select plain oak with central locking device. Top size 30" by 42"; lower right hand double drawer designed for filing.



TWO DRAWER TEACHER'S DESK

#5530 desk, the most economical teachers desk for the money on the American market; combines strength and rigidity with roominess and working space. Oak legs and panels; built-up top beautifully finished.

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MANUFACTURING COMPANY

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MANUFACTURERS OF PUBLIC SEATING

SCHOOL ADMINISTRATION NEWS

(Concluded from page 82)

will be started as soon as funds are available. These buildings, to be completed in September, 1953, will cost \$615,000.

The population in this district has doubled within the past ten years. Present enrollments and preschool census figures indicate a growth of 1000 more pupils in 1952, and an additional thousand in 1953. It will be necessary for years to come to spend money for new buildings and additions. Elmer J. Hartvigsen, district superintendent, reports that a total of \$1,900,000 has been spent for new buildings and equipment since January, 1947.

DEVELOPMENTS IN PLACER

During the past four years a number of major improvements have been effected in the Placer Union High School District at Auburn, Calif., under the direction of District Supt. Harold E. Chastain.

The school curriculum was considerably enlarged and improved. New additions include courses in ceramics, lapidary, vocational carpentry, homemaking, college commercial subjects, and on-the-farm training. A program of related training for carpentry apprentices was set up, a survey of vocational education was completed, and a college testing program inaugurated for seniors in surrounding high schools.

Another innovation was the formation of an administrative advisory council, comprising the principal of each school, the business manager,

two teachers, and the district superintendent.

New salary schedules were set up for the clerical and janitorial-maintenance staffs. A merger of the custodial, maintenance, and transportation departments was effected under the direction of the business manager.

The school insurance program was revised and all policies changed from a three-year to a five-year basis, with a saving of \$150 a year in insurance premiums.

Plans have been started for a new classroom building to house the music classrooms and administrative offices. A school maintenance shop has been erected by the carpentry students.

GREENEVILLE CONDUCTS SELF-SURVEY OF SCHOOLS

In the fall of 1950 a self-survey of the city schools of Greeneville, Tenn., was begun, conducted by the teachers and lay personnel, under the direction of the school administrative staff. Supt. M. L. Pinkston served as co-ordinator for the committee comprising representatives of the board, the teaching staff, the lay people, and two university consultants. The survey was completed in a year and without any cost to the schools. The on-the-job technical assistance and guidance was furnished by the superintendent and the city supervisor.

After the survey report had been available for a year or more, the lay representatives decided to form a citizens' committee, with all citizens participating in the review action handed down by smaller groups. This committee, comprising representatives of every educational agency in the city, took on the role of a clearinghouse for suggestions before

obtaining the approval of the board of education.

One of the first actions of the committee was the establishment of a program to meet the recommendations of the survey as cleared through the committee and the board. A study of the curriculum and school plant facilities was conducted jointly. Among the results of the recommendations are the following:

1. A full-time supervisor of instruction
2. A curriculum and facility study on a continuous basis
3. Principals and assistants on 10- and 12-month salary basis
4. A two weeks' administrative work conference for all personnel
5. A one-week work conference for teachers
6. A testing program introduced
7. Health and physical education program stressed
8. School lunch program introduced
9. Cumulative record system installed in all schools
10. Art and music instruction introduced in all schools
11. A continuous evaluation program introduced
12. A parent's report card introduced

WISCONSIN SCHOOL OF THE AIR BROADCASTS

During the year 1951 more than 500,000 grade school children were listeners to the Wisconsin School of the Air broadcasts heard each week in classrooms around the state. With the reopening of the schools this fall, two new state-owned educational radio stations, WHHI, Highland, and WHSA, Brule, have opened doors in northwestern and southwestern Wisconsin classrooms to special teachers in music, art, nature study, and other school subjects.

The school broadcasts are designed to supplement work done by the teachers, to add something which the teacher alone cannot provide. Some of the programs fit into state courses of study; others take new approaches to subject-matter fields. Ten courses are broadcast each year. Some are varied from year to year; others continue according to needs indicated by teachers. The broadcasts vary in length from 15 minutes to half an hour, and all programs are designed for grade school use. Teachers' manuals are provided for elementary school broadcasts to permit advance planning by the teacher for each series of programs. For the music programs, a songbook is available to pupils. Other subjects handled are art, conservation, literature, science, health, and games.

LANDING MATS MADE

Playground equipment often presents problems of safety, due to the holes worn in the ground of blacktop pavement below the sliding board, swings, and seesaws. These holes frequently permit water and mud to accumulate, causing very unsatisfactory utilization of the equipment.

To overcome this troublesome situation, the maintenance men of the Lower Pottsgrove School District, at Sanatoga, Pa., have constructed wooden frames, on top of which are nailed pieces of discarded rubber fire hose, cut to the size of the frame. These mats provide safe and serviceable landing places for the children using the playground devices. LeRoy R. Brendlinger, supervising principal, believes that these mats are better than cement, macadam, or blacktop, which are too hard.

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Griggs auditorium seating offers schools models ranging from plywood seats and backs to the fully upholstered, deeply padded luxurious chairs. All are built for genuine comfort, beautiful appearance and great durability.



A popular model is Griggs Super Star Model 30 shown at left. End standards are double wall solid steel construction. The seat is self-raising for convenience.

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G-E Textolite wears like iron and cleans like glass. It has non-glaring light reflectance and natural wood appearance. It cleans with the swish of a damp cloth. Textolite isn't stained by ink or foods — it resists boiling water,

ordinary chemicals, even burning cigarettes.

Yes, whether it's a Halls of Ivy Institution or a Little Red Schoolhouse, if it's long life and low maintenance you want in desk tops, tables and other school furnishings, be sure they're surfaced with G-E Textolite.

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NEW PUBLICATIONS for School-Business EXECUTIVES

The State Department of Education

By a committee of state school officials. Paper, 55 pp., 35 cents. Published by National Council of Chief State School Officers, Washington 6, D. C.

This study, in which 46 representatives of state departments of education and seven expert consultants took part, provides a statement of guiding principles for the legal status, the functions, and the organization of state public school departments. The booklet is important chiefly because it is a distinct effort to improve the departments, many of which have still a strong political caste. General students of state government will not agree with the independence and the fine educational professionalism which the statement in some spots implies.

Statistics of Higher Education

By H. G. Badger and M. J. Carr. Paper, 65 pp., 25 cents. U. S. Office of Education, Washington 25, D. C.

This chapter of the biennial survey of education in the United States for 1948-50, provides data on the faculties, student enrollment, and degrees in colleges, normal schools, and other institutions of college grade. It provides a picture of the situation in 1851 institutions and of the profound changes which have occurred due to the wars and the economic and social changes of recent years.

School Building Needs, Wadsworth

By E. B. Sessions, J. H. Herrick, A. E. Wohlers. Paper, mimeographed, 71 pp. The Ohio State University, Columbus, Ohio.

This incisive survey of the school plant situation in Wadsworth, 8000, an industrial community in central Ohio, indicates that there is need for extensive remodeling of the high school and for the erection of one elementary

school building. The community which has an excellent record of school support is able and willing to make the additions and changes in the school plant so that the entire school program may be improved and meet the local needs.

The Personnel of State Departments of Education

By Fred F. Beach and Andrew H. Gibbs. Paper, 46 pp., 30 cents. U. S. Office of Education, Washington, D. C.

A study of the constitution, professional competence, and other important aspects of the personnel of state departments. The purpose is to make state school authorities and others conscious of the character and efficiency of their state departments and to provide material for upgrading.

Educational Television Moves Forward

By L. W. Conrad. Paper, 40 pp., \$1. Montclair State Teachers College, Montclair, N. J.

The possibilities, advantages, and shortcomings of Educational TV as tested in a full day's program of broadcasts are reported and discussed in this pamphlet. This pioneer project deserves high commendation for the results achieved and for the help it will provide for further exploration of a valuable teaching aid.

A Guide for Charter Commissions

By the Committee on Guides, R. S. Childs, chairman. Paper, 44 pp., 75 cents. National Municipal League, New York 7, N. Y.

This is the second edition, revised, of a widely used outline for city authorities confronted with the necessity of writing a new charter. It includes: (1) fundamental considerations with emphasis on the legal importance of the charter and of home rule; (2) the work of the charter commission and of its experts; (3) the legal principles underlying charter making; and (4) a bibliography of materials which a charter commission may profitably use.

Fire Prevention

By C. C. Crawford. Paper, 63 pp., \$1.50. Published by International Association of Fire Chiefs, New York 1, N. Y.

This is a series of suggestive instruction units in fire prevention and is intended for teachers in the various departments of the high school. There are lessons particularly adaptable to the art department, homemaking, industrial arts, physical science, and the like. The final chapters suggest how fire prevention may be made part of the curriculum and how it may be motivated, taught, and evaluated.

Conference on School Building Problems in Ohio

Compiled by T. C. Holy and Arthur H. Price. Paper, 40 pp., \$1. Published by the Bureau of Educational Research, College of Education of Ohio State University, Columbus.

A report containing the proceedings and addresses at the Ohio Conference on School Building Problems, held at Ohio State University, November 8-9, 1948. The report points out that at the time there was considerable money available for new school buildings but that construction had lagged. There is a need for 9000 additional classrooms to meet the large estimated increase for the years 1952 and 1953.

School Building Program for Kanawha County

By Virgil L. Flinn, county supt. Paper, 11 pp. Published by Kanawha County Schools, Charleston, W. Va.

A study of school building needs, including population increases by districts, building obsolescence, and preparations for a school bond campaign. The program includes new buildings and additions, to cost an estimated 9,950,000.

Administrative Guide for Civil Defense

By Virgil L. Flinn. Paper, 8 pp. Published by the Kanawha County schools, Charleston, W. Va.

A manual on defense in time of war. The objective is to insure effective use of existing facilities and man power in coping with potential emergencies. The procedures include (1) self-preservation, mutual safety, and welfare; (2) classroom instruction on the grade levels; (3) a plan developed in co-operation with local government, industrial, and other organizations, as well as agencies at the national, state, and county level.

Growing Pains

Paper, 8 pp. Published by the board of education at Dearborn, Mich.

This pamphlet summarizes the school-plant situation in Dearborn and includes the five-year construction program for 1951-56.



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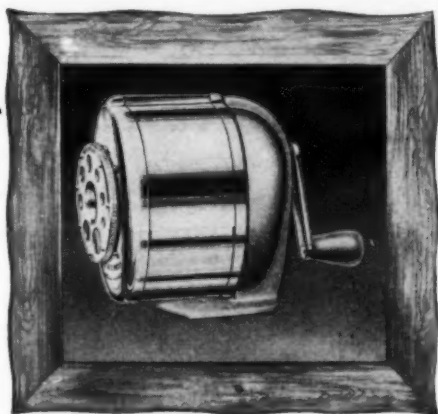
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Other Gold Medal Chalkboard Crayons: AN-DU-SEPTIC® White Dustless; Yellow Dustless Sight Saver and Colored Dustless; ANTI-DUST White Dustless; B&S Colored. Order from your school supply dealer.

BUDGET SCHOOL BUILDING

(Concluded from page 50)

cost of the finished work, including the grading and the deep well, was \$179,665.99. This figure includes the architects' fee and makes the unit cost \$9.73 per square foot or 76 cents per cubic foot.

The building was constructed in 13 months from the date of the contract, and was opened September, 1951.

The plan has worked very well, and is arranged for easy expansion. Classrooms and other facilities can be added without materially changing the design or suspending classroom operations. The school board feels that for the location and local conditions, there could be no better solution to the economic and educational problems involved.

OREGON SCHOOL BUILDING TRENDS

(Concluded from page 57)

A Typical Oregon School

Based on the above tables, a typical Oregon school will be constructed with brick over frame, wood siding, or brick exterior walls. The interior classroom walls above the wainscot will be plaster over frame construction. The classroom wainscot will be plywood. The corridors above the wainscot will be either plaster or plywood over frame. The corridor wainscot will be plywood or cement plaster. The roof will be made of rolled roofing and tar or com-

position shingles. The main light source will be either clear glass or clear glass below a glass block panel. If clerestory, bilateral or monitor lighting is provided, it will use either clear glass or glass blocks. Metalwork will be done with galvanized iron. The building will probably be provided with insulation of the rock wool bat variety. Classroom and corridor floors will consist of asphalt tile over concrete or wood. Ceilings will be covered with acoustical tile. The chalkboards in the classrooms will be made of green composition material. Window sash will be either steel or wood, probably steel. Unit heaters or overhead heating will be provided, supplied by a low pressure steam system which is fired with oil. Incandescent light fixtures of the concentric ring type will be installed. The building and corridors will be either combustible or semi-fire resistive. The plant will probably be provided with a septic tank and disposal field. It probably will be designed on a modular or semimodular projection.

BARTLESVILLE SCHOOL BUILDING PROGRAM

The board of education of Bartlesville, Okla., has completed plans for a proposed combination classroom-stadium building, which is intended to provide additional classrooms and athletic facilities for the high school. Ten classrooms, a machine-shop room, and a bandroom are included in the plans. The cost of the building is estimated at \$350,000, to be provided partly by a five-mill building fund, by contributions of citizens, and by the proceeds of a \$150,000 bond issue.

SCHOOL ADMINISTRATION NOTES

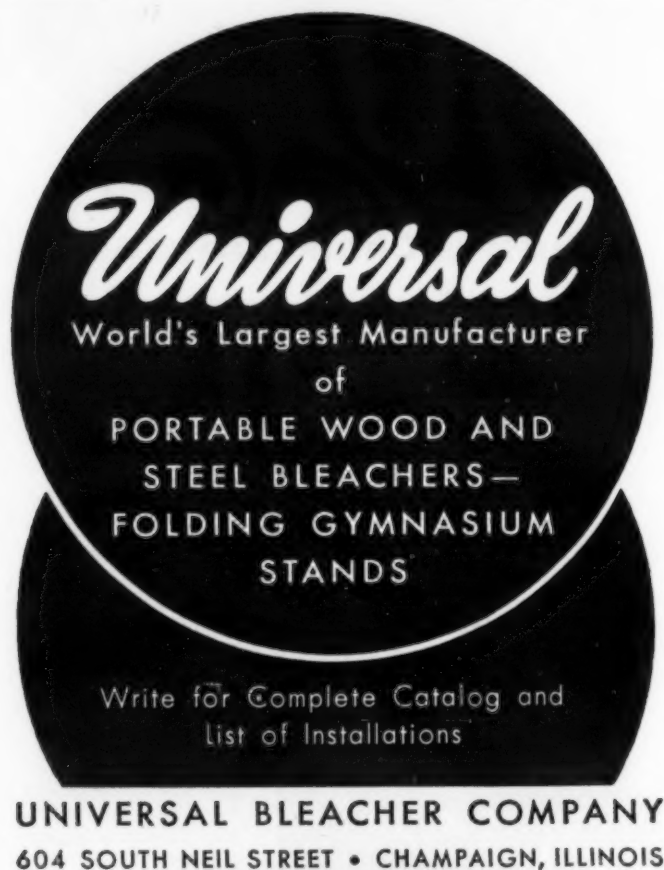
► In Lisbon, Ohio, vocational agriculture was added to the high school curriculum upon recommendation of Supt. V. J. Ullman. A separate shop building for this department has been added to the high school building and an art room has been erected with the assistance of a generous contribution from a prominent local citizen.

► As the result of months of study by a committee representing teachers and administrators at elementary through college levels, the Stockton Unified School District, Calif., has developed a new type of pupil cumulative record which will provide a continuous and segmented report of pupil data over a period of 15 years. The new records are being introduced at all grade levels.

► At Mt. Carmel, Ill., teachers from four adjoining counties attended during August a three-week workshop in speech defects and speech correction. Specialists from Illinois Eastern State College provided the lectures and arranged consultations.

► Pennies, dimes, and nickels saved by school children in the country's mutual savings banks now add up to more than 60 million dollars, according to the National Association of Mutual Savings Banks.

This total is an increase of more than 9 million dollars, or 17.6 per cent, during the year 1951-52. School savings programs now are sponsored by 211 savings banks in 154 communities. The most active bank in the program is the East New York Savings Bank of Brooklyn, N. Y., with 5.6 million dollars in 110,000 accounts.



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"DUHONEY-20" AUTOMATIC LOCK

End seating, giving more leg room;
double brace; steel channel apron;
plastic edge; only some of the many
advantages of the Midwest Pedestal
Leg Folding Table.

"DUHONEY-20" legs fold for easy storing; lock
automatically in place—can't collapse.

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ADJUSTABLE DESK TOP Height of
desk easily adjustable to 4
positions.

As desk top
is raised, opening
between desk and
back-rest is simultaneously
increased, providing more
room for larger pupils.

EASY INGRESS AND EGRESS Ample
clearance and lack of obstruction
permits easy ingress and egress
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STURDY DESK SUPPORT Welded
12 Ga. Steel Post with formed steel
V-Brace under desk provides strong,
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and no sharp corners.

**EDGE-PROTECTED FORM-FIT-
TING PLYWOOD SEAT** The edges
of the comfortable form-fitting ply-
wood seat are protected all around.

TIPPING MINIMIZED Wide leg
spread, front to rear, and balanced
framework construction minimizes
tipping, without restricting student's
comfort.

ONE PIECE STEEL BOOK COMPARTMENT Formed
and embossed book compartment with large opening.

NORCOR SERIES 500 *"Desk Styled"*

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Similar in construction to the
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but with large, uniquely de-
signed and rigidly supported
Tablet Arm with ample writing
space and arm rest.



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FACTORIES: GREEN BAY, WIS., PORTSMOUTH, N. H., GILLETT, WIS.

TV FOR EDUCATIONAL USE

(Concluded from page 32)

Their present activities include advice on the legal procedures required when preparing applications for a construction permit from the FCC, counsel on the technical facilities needed for television operation, supplying kinescope examples of educational programs that have been presented on existing TV stations, furnishing speakers for local conferences, making available the services of experts in legal, engineering, programming, and cost aspects of educational television.

Paul C. Reed has taken a year's leave of absence from his post as consultant for visual and radio education for the Rochester, N. Y., public schools to head the JCET's field program. School officials may address their requests for additional information or assistance to him or to Ralph Steetle, the executive director, at 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

Since April, 1951, the work of the Joint Committee on Educational Television has been supported by the Fund for Adult Education established by the Ford Foundation. It received a grant of \$90,000 in 1951-52 to help secure a set-aside of educational television reservations from the FCC and \$145,000 in 1952-53 to assist

educators in making plans to use these assignments.

Industry Lends a Hand

Support for educational television is developing on many fronts, notably among the set manufacturing industry. The Emerson Radio and Phonograph Corporation has made an initial donation of \$100,000 to be used for outright gifts of \$10,000 each to the first ten TV educational stations to go on the air. This money may be used for the purchase of permanent equipment or in any other way that will help provide good program service.

In announcing this grant, Benjamin Abrams, the firm's president, voiced the hope that top executives in TV and allied industries would "join in a co-operative organization designed to back the educators responsible for establishing this new cultural medium" and said his company "will welcome the opportunity of contributing its share to an industry fund, which should set its goal at \$5,000,000." Besides creating a 5 million dollar fund "to promote educational television and foster its development," Mr. Abrams' plan envisages establishing a Television Educational Council with educators, scientists, and public spirited citizens as members.

As an outgrowth of these proposals the chairman of the Radio-Television Manu-

facturers Association (RTMA — 777 14th Street, N.W., Washington 5, D. C.) has appointed a special committee³ "to explore the question of whether RTMA or the industry should undertake a program of implementing educational TV and, if so, by what means" and asked that their findings be reported to RTMA's board of directors.

³In addition to Benjamin Abrams, the committee's chairman, the manufacturers invited to serve as members include: A. D. Plamondon, Jr., president of the Indiana Steel Products Company and Chairman of the RTMA Board of Directors; Dr. W. R. G. Baker, vice-president, General Electric Co.; Max F. Balcom, board chr., Sylvania Electric Products, Inc.; John W. Craig, vice-president, Crosley Div., Avco Mfg. Corp.; Dr. Allen B. DuMont, president, Allen B. DuMont Laboratories, Inc.; Frank M. Folsom, president, Radio Corporation of America; Frank Freimann, president, the Magnavox Co.; Paul V. Galvin, president, Motorola Inc.; Larry F. Hardy, vice-president, Philco Corp.; Matt Little, president, Quam-Nichols Co.; Glen McDaniel, president, Radio-Television Manufacturers Association; Commander E. F. McDonald, Jr., president, Zenith Radio Corp.; Ross D. Siragusa, president, Admiral Corp.; Robert C. Tait, president, Stromberg-Carlson Co.

CALIFORNIA SCHOOL BILL

Governor Warren has signed the California bill appropriating \$20,000,000 for school building loans and another measure governing the expenditure of \$20,000,000 and a \$185,000,000 bond issue to be passed by the voters in November. The Governor said the bills represent great progress and are ample justification for the special session of the legislature.



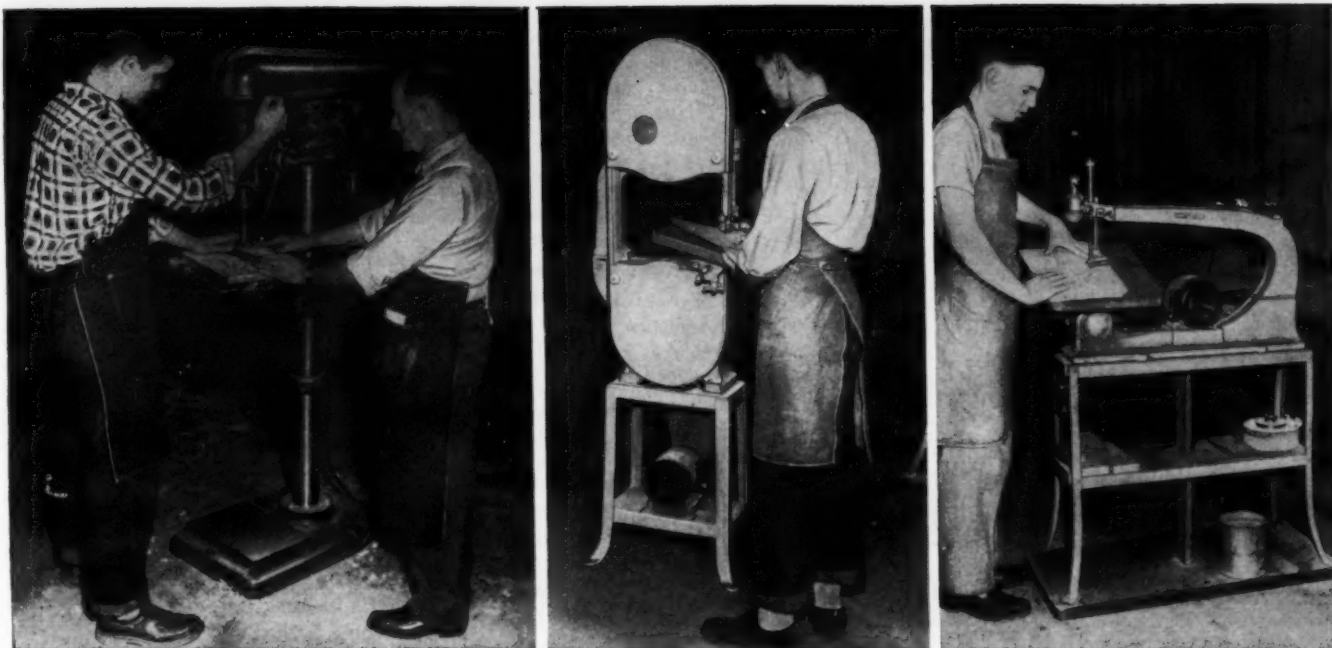
with
**NATURAL SLATE
CHALKBOARDS**

— As you read this your eyes are doing more than seeing — they are bringing into action your entire body — nerves, muscles, circulation.

— Medical science has proved eyestrain has a marked effect on the well-being of all. In schools of learning where freedom from distraction is a prime requisite "SELECT NATURAL SLATE CHALKBOARDS FOR THE BEST VISIBILITY."

NATURAL SLATE BLACKBOARD COMPANY

Pen Argyl, Penna.



*Our **DELTA**-equipped shop is a big factor in the success of our instruction...*

— says ORVILLE FLORY, Industrial Arts Instructor, Eastern High School, Lansing, Michigan

"The practical experience of handling precision tools has helped many a pupil to equip himself for his life work.

"As an example, one of our graduate students went into business for himself, making simulated antique reproductions which he designs. When he started, he was able to secure a wider range of Delta equipment than he could have hoped to obtain of other production tools on his limited budget. Now, his shop boasts 14 pieces of Delta equipment, including drill presses, band saws, circular saws, sanders and shapers.

"The acceptance of his reproductions has been so remarkable that he now has 8 employees in the shop with him, and receives orders from 6 representatives who travel from coast to coast.

"When we show students how to operate simple, inexpensive tools like our Delta units and they see how easily precision work can be done on them—that impression is carried with them through the years."

Industrial arts instruction does help shape the career of many a boy—and a well-equipped shop, a Delta-equipped shop, is a big factor in the success of this instruction.

Make sure that your students are getting the best—see your Delta dealer today.

GET THE UTMOST IN VALUE AND LASTING SATISFACTION FOR YOUR SHOP BUDGET BY CHOOSING DELTA TOOLS



Delta Circular Saw
8"—10"—12"
models



Delta Jointer
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models



Delta Band Saw
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Lathe—4-speed
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City _____ Zone _____ State _____

RADIO DOES EDUCATE

(Concluded from page 34)

enthusiastic. Teachers are of the opinion that the programs have been very worth while. Pupils enjoy listening to the work of pupils in other schools. The groups of our own pupils who have worked up programs have exhibited an interest which would gladden the heart of any teacher. They have been keen, serious, and ambitious to do their best."

"Teachers feel that the quality of the programs has been very good. The fact that they are so closely related to the children's work adds to their value. The children have particularly enjoyed listening to the programs produced by other Long Beach children."

From a teacher who directed a radio program came this comment: "Making this program provided an excellent motivation for learning a great deal about Long Beach Harbor. The boys and girls will remember their learning for longer than if they had merely read the facts in books."

Awards made to KLON by the National School Radio Conference at Chicago in 1950 were:

1. Award "for brilliant programming and utilization achieved in its short span of two years on the air. . . ."

2. Citations to four teachers for excellent utilization of KLON programs.

Awards at the National School Radio Conference in Chicago in 1951:

1. To Jefferson and Washington Junior High Schools for wide use of KLON programs

2. Citation to one classroom teacher

In less than two years of broadcasting, Station KLON has effectively proved to citizens, teaching staff, and pupils that it can: (1) train

radio technicians, (2) teach script writing and program production, and (3) give the schools a new world of educational experiences for all pupils in the schools. The promise for its future is indeed bright.

THE MUSIC DEPARTMENT

(Concluded from page 38)

10. *Choral Room Risers.* Risers are needed for choral groups so that the tones of the singers in the back will not be obstructed by those standing, or sitting, in front. Risers are also essential for easy observation of the singers by the conductor. An elevation of 6 to 10 in., and a width of 30 in., are adequate for permanent or semi-permanent choral risers. To comply with safety regulations, a center aisle need not be arranged in a large choral room when the width of the risers and the distance between seat rows is sufficient to allow convenient movement. In such cases aisles suffice on the extreme ends of the rows of seats. Safety regulations differ, but a maximum width of 40 in. is adequate for most choral room risers in order to insure the proper safety in case of fire or emergency. Few choir directors desire an aisle in the center of the room.

Supporting posts and pillars should also be avoided in the construction design. Although tablet armchairs are satisfactory, fixed opera chairs are preferable for seating the choral groups during rehearsals.

Some directors prefer that their groups

stand for rehearsals as well as concerts; in such a case the risers should have a width of 15 in. and a height of 8 or 10 in.

High quality portable choral risers, which are excellent for both concerts and rehearsals, are available commercially. Portable or semipermanent risers are also manufactured for bands and orchestras. Some schools have found that low benches serve for choral concerts almost as well as the collapsible risers.

ITHACA'S RATING PLAN

(Concluded from page 42)

We have abandoned the credo, "Unless you can measure it, it doesn't exist." In the belief that teaching is a highly complex art, one which nevertheless varies in quality, the teachers in Ithaca have arrived at the conclusion that the principles and techniques described here come more nearly to reaching our objective than any other plan. Time and experience will determine the validity of our conclusion.

NEWS OF PROFESSIONAL SCHOOLMEN

► HENRY L. ("Hi") WILLETT, superintendent of schools, Richmond, Va., has been recommended by Virginia schoolmen as a candidate for the office of president of the American Association of School Administrators.

► ARTHUR R. ELLIOTT has been made the first assistant superintendent in charge of business affairs for Ventura, Calif., schools. He formerly served as a teacher in the Compton secondary schools.

► HAROLD BUSH has been appointed acting superintendent of Wyoming, Ohio, schools, replacing Z. M. Welter.

SLATE

..... your best investment
in chalkboard visibility

Write for:

1. Copy of pamphlet "SLATE CHALKBOARDS ARE MODERN TOO"
2. Reprint of article "SLATE CHALKBOARDS PROVIDE EYE EASE"
3. Copy of instructions on chalkboard maintenance
4. List of modern schools using natural slate chalkboards near you
5. Personal assistance with your chalkboard selection. No obligation.

Other uses of slate in schools:

roofing	window sills	toilet stalls
baseboards	flooring	window stools
sinks	shower compartments	shelves
	laboratory table tops	

P S P
G

Pennsylvania Slate Producers Guild, Inc.
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Pen Argyl, Penna.

QUICKLY FOLDS
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ROOM USES



MORE seating capacity
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SO MUCH**

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32-NOTE
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AMERICA'S FINEST ELECTRONIC ORGAN

You'll find through actual comparison and demonstration that no other organ, electric or electronic, offers so much for the money . . . no other organ is so suitable for school or auditorium.

CONNSONATA is a development of the Sound and Electronic Research Laboratories of C. G. CONN Ltd., world's largest manufacturer of band and orchestra instruments, specialists in musical tone for over 75 years. CONN SONATA, Division of C. G. CONN LTD., ELKHART, INDIANA, Dept. 1031



WRITE FOR
Free
LITERATURE

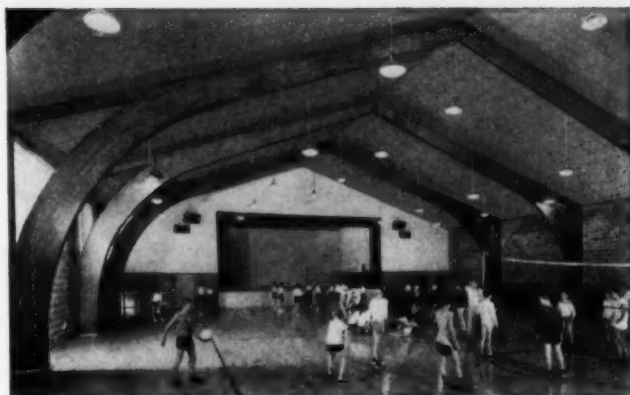
come clean



The cleanest, finest, clearest cuts are a fetish around here. That's why our craftsman etch straight down and always etch clean. No dirt spots mar the plate, no shoulders pop up to effect reproduction. To insure an ultra-meticulous job, our finishers double check to remove all unwanted dead metal. We come clean so your printing and electroplating looks sharp and crisp! Try us!

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818 West Winnebago Street • Phone MAquette 8-3337 or 8-3338, Milwaukee 5, Wis.



Roof of this high school gymnasium is supported by four glulam timber arches. Floor area 82x127 feet. Rooms for music and student activities adjoin stage, with dressing and shower rooms, manual training shop and heating plant located on floor below.

GYMNASIUMS to be proud of

erected at low cost with glulam timber arches

This gymnasium is one of those buildings which just seem to please everyone. Large, open floor area with ample space overhead provides room for indoor athletic events, with spectator seating at the sides and on the stage. The building also serves as auditorium, with excellent appearance and acoustical qualities needed for this purpose.

Low construction and maintenance costs make the structure an attractive investment for the school administration. Key to this economy is the glulam arches which support the entire roof load. Sidewalls carry only their own weight, so are much lighter and less costly than load bearing walls.

Glulam arches are a product of Timber Structures, Inc., a pioneer in the science of glued lamination. Timbers "shop grown" by this process are formed of seasoned material bonded together with glues which are as permanent and strong as the wood. Timbers may be of any specified dimensions, and conform exactly to the shape desired. They possess a high degree of resistance to destruction by fire, and they have the resilience and "give" to perform well under heavy impact and vibration loads such as earthquakes.

For further information, mail us the filled-in coupon below, and you will receive the data-packed booklet, "Functional, Modern Schools".

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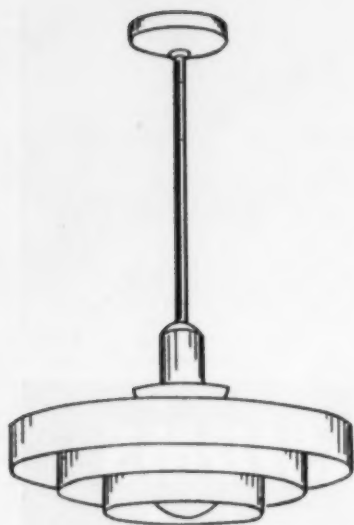
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CONCENTRIC RING SILVER BOWL

Which Should Your School Have?

**Engineering Study of Two Popular
Luminaires Gives Scientific Data
as Basis for Decision**



LUMINOUS INDIRECT COMMODORE

A COMPREHENSIVE engineering study of two luminaires which are widely used in school systems will enable the school executive to compare and to make conclusions based upon his local conditions. The luminaires have become known almost generically as the concentric ring silver bowl and the luminous indirect commodore.

Light Output

The light output of the two is about the same during lamp life. Here are the efficiency figures and the accompanying co-efficients of utilization for an average size room.

Hours Burning	The Commodore (No Cleaning)		Silver Bowl Fixture (No Cleaning)	
	Per cent of Efficiency	Coefficient of Utilization*	Per cent of Efficiency	Coefficient of Utilization*
0	83.0	.374	83.5	.344
300	68.6	.309	70.0	.288
600	62.3	.280	64.9	.267
733	59.3	.267	61.9	.255
900	58.5	.263	60.0	.247

*Coefficient of utilization is the utilization factor (U.F.) efficiency. Using I.E.S. handbook, E room, 75 per cent ceiling reflectivity, 50 per cent walls reflectivity, the U.F. for the commodore is .450. The U.F. for the silver bowl is .412.

Without cleaning either luminaire, the coefficient of utilization and resulting illumination is slightly higher (5 to 10 per cent) initially in the commodore and it remains so throughout lamp life.

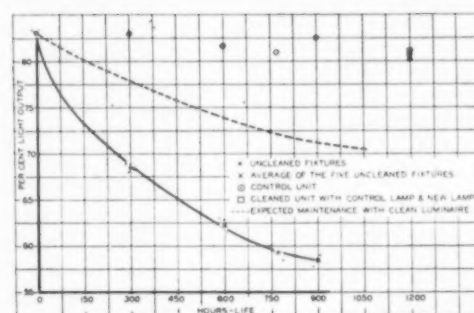
The following figures of an independent testing laboratory are based upon no maintenance.

Independent Laboratory Report

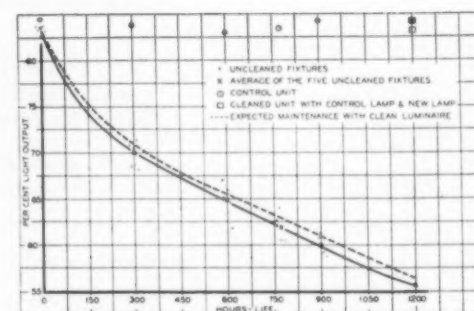
The dotted line in the laboratory report shows the commodore's expected output

with regular maintenance. At 300 hours it is 9 per cent more than when not cleaned. At 600 hours it is 11 per cent better. At 900 hours it is 12 per cent better than it would be if not maintained. The average is about 10 per cent in favor of cleaning. Over 1000 hours this can be construed into about 10 per cent greater light output than the silver bowl which cannot be cleaned effectively because of the blackening of the neck of the lamp. Each consumes the same amount of power, 500 watts per luminaire.

Independent Laboratory Reports



LUMINOUS INDIRECT COMMODORE



CONCENTRIC RING SILVER BOWL

Based upon prevalent prices, the silver bowl equipment ranges from 55 to 75 per cent higher in original cost. The lamp costs for this luminaire are about 70 per cent greater for every 1000 hours.

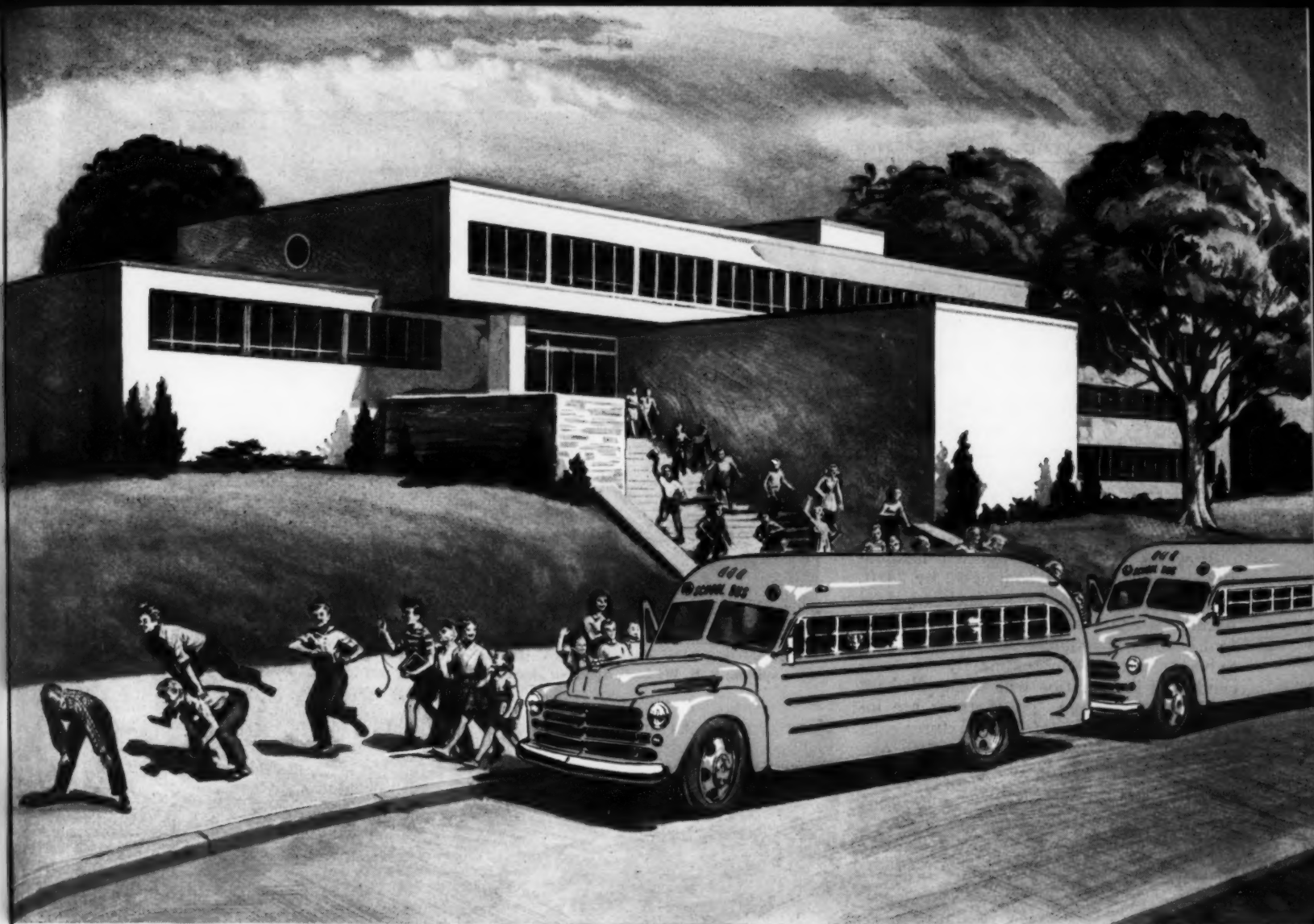
Cost of Maintenance

The commodore's plastic shield reflector is cleanable. The reflector of the silver bowl is integrated with the lamp; therefore, is renewable on burnout with a new lamp rather than cleaning.

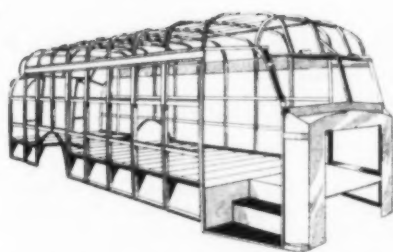
While the hourly wage for maintenance men varies the schoolman can use as a guide the figure of \$1.05 per hour, though it may run higher or lower locally. Time studies have shown that it takes approximately half an hour to clean six 500 watt commodore units by dusting and wiping with window cleaning solution. The figure includes about ten minutes for moving to the next room, and it will vary according to the physical co-ordination and the zeal of the maintenance man. However, these figures indicate the cost of cleaning a typical room and it is apparent that the difference in cost of luminaire and lamps sets up a substantial fund to be applied against maintenance.

Conclusion

When neither the commodore nor silver bowl are maintained, the former produces a higher illumination for the same amount of power consumed. The silver bowl is higher in original cost and lamp replacement costs are higher for each 1000 hours of rated life. This difference in original costs can be applied against the cleaning of the cleanable unit which will then deliver better than shown by the coefficients of utilization in the first table. Both of these lighting units deliver a good quality of light.



Homeward Bound with *Oneida* SAFETY!



**"A CRADLE OF STEEL
FROM WHEEL TO WHEEL"**

Protected by "A Cradle of Steel From Wheel to Wheel"—boys and girls of rural America travel the long school miles daily with Oneida Safety!

To the youngsters—Oneida Safety means comfort—seats that fit, room for legs and elbows, good ventilation and visibility.

To School Boards—Oneida Safety means a new, high degree of highway safety for children at a lower passenger-mile cost—due to exclusive features of design and construction.

To parents—Oneida Safety means peace of mind, freedom from worry!

Oneida Safety costs no more! Convince yourself—compare Oneida—feature for feature, quality and price—with any other school bus body. However, School Boards should place their orders early because of the government's quarterly steel allotments.

Oneida Safety is Endurance-Built. Demand it on the chassis of your choice.

There can be no compromise with safety. Dollars saved won't save lives!



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**SCHOOL BUS SALES DIVISION
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CANASTOTA, NEW YORK**

What Other Schools Are Doing

Quincy (Ill.) System Converts Lighting

TODAY 80 of the 136 schoolrooms in the Quincy, Ill., school system contain modern lighting. Before the end of the year the entire system will be almost completely relighted.

The board of education of Quincy realizing that the lighting throughout their school system was inadequate and that it had not kept pace with the improved teaching methods installed Sylvania Electric's CL-242 unit, a two lamp, 40-watt louvered bottom fluorescent fixture.

Previous to the new lighting installations an average classroom of 32 by 24 ft. usually contained four glass enclosed globe fixtures which furnished an average of 5 foot-candles of illumination. With the new Sylvania fixtures approximately 45 foot-candles of illumination will be supplied for the same size room. The fixtures are installed in three rows of seven fixtures each in a classroom and are mounted 10 ft. 6 in. above the floor. The outside row of fixtures is located 4 ft. from the window wall — the inside row 3 ft. from the blackboard wall.

The relighting program is being coordinated with a painting program. Each



Pointing out features of modern school lighting is Myles McCabe, Central Illinois Public Service Company. Interested audience (from left to right) E. V. Scott, assistant supervisor, Quincy school system; R. H. Waddell, Sylvania Electric Products, Inc.; Betty Bernzen, teacher, and R. N. Stacy, Principal, Dewey school.

classroom has an off-white matte finish ceiling of 80 per cent reflectivity. The walls are finished in various pastel colors of 60 per cent, or better, reflectivity. The floors of the rooms are light in most cases and the desks are being replaced with the newer movable desks with light finishes. The

light finishes of the walls, floor, and furniture help produce a balanced brightness pattern necessary for comfort in seeing and insures better distribution of the lighting in the room. Incandescent lighting was installed in the gymnasiums, auditoriums, hallways, rest rooms, and storage rooms.



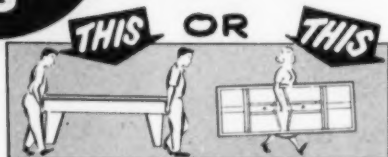
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Replace your old, heavy, obsolete dining tables with new, modern Monroe Folding Tables . . . tables which are easily folded and set up even by women.

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Montgomery PROGRAM TIMERS

SAVE ADMINISTRATIVE TIME

— ring bells, or other signals, automatically.

One or two circuits. Controls any number of signals. Set program schedules easily without tools. Trouble-free, self-starting, Synchronous SYNCHRON Motor. Choice of 12 or 24 hour program discs. Automatic calendar switch — silence signals nights and weekends, as desired. Manual signal operation possible without affecting pre-set schedule.

Costs less than a typewriter! Available through the better School Supplies Distributors, or write Factory for literature.

**Montgomery MANUFACTURING
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OWENSVILLE 2, INDIANA
OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

When the Playground Season Ends

Increasing Costs, Budget Restrictions, Safety, Demand Timely Repairing, Repainting, Maintenance of Equipment

WHEN the playground season ends in the fall, the time has come for inspecting, repairing, repainting, and storing the swings, slides, castle towers, and other recreational apparatus so that they will be all in readiness for use without delays the following spring.

With increasing cost making it difficult for everyone to keep within the budget, proper maintenance of existing equipment has assumed greater importance in the recreational field. Timely repairing and repainting of equipment will make it last longer, provide a greater measure of safety for the children who all enjoy swinging, sliding, climbing, and whirling on play apparatus.

Continuing Repairs

"All equipment should be brought into safe repair to start each season, of course," says Norman R. Miller, vice-president of the American Playground Device Company of Anderson, Ind., and Nahma, Mich. "Equally important, however, is continuing repair throughout the season. All playground equipment should be inspected at regular intervals during the season. Frequent inspections will focus attention promptly on recurring acts of vandalism, the greatest single threat to public recreational equipment."

Wood parts of apparatus should be carefully inspected. Badly worn, splintery or cracked slide side rails, swing seats or seesaw boards definitely are dangerous for the children, and should be repaired or replaced promptly. Swing chains, hooks, all hangers and frame fittings should be checked carefully, too. Badly worn parts or sections of apparatus are doubly hazardous.

Refinish Wood Parts

All wood parts should be refinished regularly. In far too many cases, the only paint the playground equipment ever receives is that applied at the factory, even though this apparatus is subjected to exceptionally hard use and constantly exposed

to rain, snow, sleet, wind, hail, and dust.

Years of extra service can be added to playground equipment by painting it frequently and regularly. American uses Wax-

O-Namel, specially prepared for them by one of the nation's foremost paint manufacturers; but less expensive, outdoor enamel will do very well. It should be also kept in mind that the protective paint coating will last longer, look much better if the wood parts are sanded reasonably smooth before they are refinished.

Worn slide chutes present a special problem. Few owners have the tools and equipment necessary to do a thorough, really workmanlike job of slide chute repair or rebuilding. Thus, if the side rails or bedways are badly worn and need to be replaced, it's usually advisable to ship the worn chutes to the factory for a factory-rebuilding job. Frequently, too, if the chutes have been in service for ten years or longer, it is good economy to replace the worn chutes with new ones of all-steel construction. It's a good idea to send the chute fittings along with the chutes, so that the factory can properly locate them on the new chutes and thus greatly simplify the installation job.

Properly Galvanized

If they are properly galvanized by the hot-dip process, the metal parts of playground equipment will present few problems until they have been in use for about eight years or more. In fact, if they were hot-galvanized originally, the pipe members, chains, and malleable fittings tend to weather-out smooth and shiny as the years pass. Thus, you will require protective finishing only when signs of rust begin to appear. When that occurs, you need simply clean the metal parts with steel wool or emery paper, then apply two coats of any good grade of outdoor enamel or, if bright colors are not considered essential, with any standard asphalt-base bridge paint.

One sure way to protect equipment while it is in storage and to facilitate its reinstallation is to store all the equipment in an orderly, organized manner, so that you know where to locate the apparatus for each unit.

Standardization Procedure

Another procedure which greatly simplifies installation, maintenance and equipment repair and replacement problems is standardization. An increasing number of school, park and playground systems, motels, resorts, drive-in theaters, orphanages and other institutions are standardizing on equipment of certain approved manufacturers.

In this way, replacement is greatly simplified, even though many years have elapsed since the parts originally were purchased. A desirable interchangeability exists in standard apparatus. There are no orphan units or parts, and finally, familiarity with the units and parts of one manufacturer makes installation, repair and maintenance work much simpler, less costly, and much more efficient.



— American Playground Device Company Photo

Safe and enjoyable play is assured children if playground equipment is kept in a good state of repair. Regular inspections of equipment are recommended to locate defective parts. Liberal use of paint also assures longer life for wooden parts of apparatus.

News of Products for the Schools

Rubber Base Paint Now Applicable to Masonry

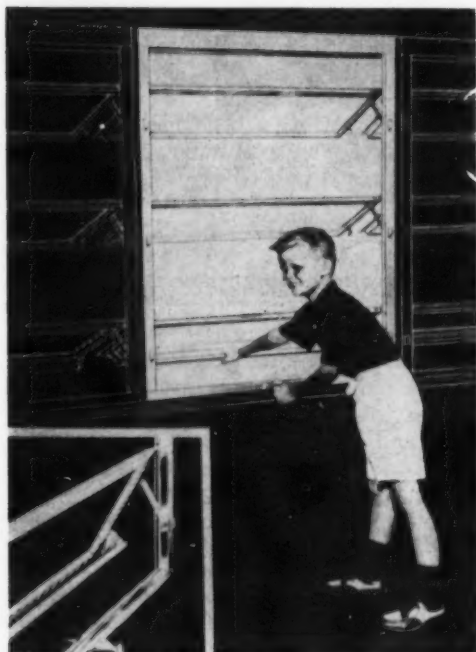
The advantages of rubber-base paint have now been made available for outside masonry application, as the result of a new formulation developed by The Tropical Paint & Oil Company, Cleveland, Ohio. Based on synthetic rubber resin, not water latex emulsion, according to Van M. Darsey, president, the new Tropical Cementkote rubber base for outside use can be applied to cement, cinder block, stucco, brick and stone, providing exceptional resistance to moisture penetration and alkali reaction. The moisture-sealing action also reduces flaking and cracking of masonry caused by freezing and thawing.

For information, write to *The Tropical Paint & Oil Company, Section S.B.J., Cleveland 2, Ohio.*

(For Convenience, Circle Index Code 0113)

Window With Push-Out Vent Operation Devised

The first window ever designed specifically for schools and answering all the requirements for a "perfect" school window has been introduced by the Ludman Corporation, Miami, Fla. Similar in all respects to the famous Auto-Lok Awning Window, this new window features a modern push-out vent operation that makes it particularly practical for schools. A rigid bar is used to open the window instead of the standard roto-type operator, and the op-



The new Ludman "Push-Out" School Auto-Lok window, designed especially for schools with schools in mind, has been introduced by the Ludman Corporation, Miami, Fla. The new push-out bar is shown in a close-up in the insert.

eration is patterned after the bar-door or fire door principle. The new window can be opened to any position up to almost 90° and the opening is made positive by sliding shoes that are lightly, but firmly engaged on the frame, thereby eliminating the possibility of the window unexpectedly slamming closed.

For information, write to the *Ludman Corporation, Section S.B.J., P.O. Box 4541, Miami, Fla.*

(For Convenience, Circle Index Code 0114)

Simplify Transfer From Standard to Portable Typewriter

A distinctive color styled Finger Flite Champion is the newest Underwood portable typewriter. Finished in new fashion-tone gray and blue this functionally designed personal writing machine, with its fashion-flite carrying case, has a standard size typewriter keyboard, "See-Set" margins and "Key-Set" tabulation. With this new portable typewriter there are no difficulties involved in transferring from a standard to a portable machine.

For additional information, write to *Underwood Corporation, Section S.B.J., 1 Park Avenue, New York 16, N. Y.*

(For Convenience, Circle Index Code 0115)

Special Construction Featured In Pilfer-Proof Locker

Employing an exclusive "Jet-Lok" U-type interlocking joint principle, *Steel-Pride Lockers* incorporate an important improvement in locker construction in a decade. By means of *Jet-Lok* construction, the front, sides, and back of the *Steel-Pride Locker* slide together to form tight, positive, interlocking joints along the entire length of each member. This imparts exceptional strength to the complete unit. This is the fastest, easiest method of locker assembly yet devised. Assembly time is approximately half the time required to assemble other widely used lockers. Only assemble other widely used lockers. *Jet-Lok* construction not only assures utmost rigidity and pilfer resistance, but single lockers stand indefinitely.

For additional information, write to *Steel Service Manufacturing Company, Section S.B.J., Steubenville, Ohio.*

(For Convenience, Circle Index Code 0116)



INDIVIDUALLY SUPPORTED RACKS

Impeller-Driven Sprays Operate Rack in Dishwasher

Chief among the advanced engineering and design features incorporated in the line of automatic dishwashers just introduced by the Crosley Division, Avco Manufacturing Corporation, is the method by which impeller-driven sprays of hot water operate a revolving upper rack to assure that all dishes receive equal washing and rinsing action. The dishwasher is virtually "foolproof," according to Crosley engineers, and provides greater ease of operation and more efficient, thorough cleansing of dishes, cooking utensils, and cutlery than any dishwasher heretofore available to the public. The Crosley dishwasher, which is front-loading, has individually supported top and bottom racks, each of which pulls out separately for easy loading and unloading. The circular upper rack revolves at approximately 16 revolutions per minute as a result of the action of the water against its load of dishes. The racks roll out easily on nylon bearings for simple loading, and they can be removed entirely for cleaning. The racks are of corrosion-proof and rust-proof steel covered with protective vinyl.

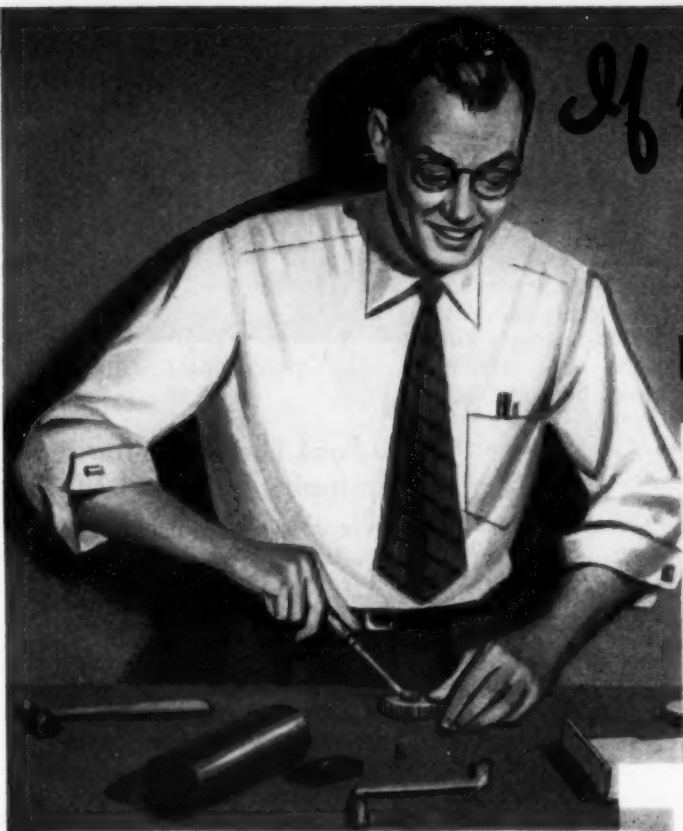
For information, write to *Avco Manufacturing Corporation, Section S.B.J., 1329 Arlington Street, Cincinnati, Ohio.*

(For Convenience, Circle Index Code 0117)

Inexpensive Method of Converting Silent Film

A new system for converting millions of feet of existing silent film into sound motion pictures was announced here today by Bell & Howell Company. The new develop-

(Continued on page 100)



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(Continued from page 98)

ment permits the magnetic recording and playback of sound directly on standard silent film, perforated along both of its edges. It is no longer necessary to make a copy of the silent motion picture on a film perforated along only one edge, which has heretofore been required in order to provide sufficient space for the magnetic sound track. It was extremely expensive to convert entire silent film libraries to sound. It costs about 12½ cents per foot, or \$50, to copy a single 12-minute silent color movie on the special type of film. Now users of standard silent films can convert directly to sound for only 3½ cents per film foot, the cost of Bell & Howell's Soundstripe service.

For information, write to Bell & Howell Co., Section S.B.J., 7100 McCormick Road, Chicago 45, Ill.

(For Convenience, Circle Index Code 0118)

Desk and Tablet Armchair With Exclusive Features

A chair desk, the Norcor Series 500, has just been announced. It is of formed angle steel construction, of entirely new design and is being built in 13-, 15-, 17-, and 18-in. seat heights. Designed to conform to principles of correct school posture, the new Series incorporates a number of exclusive features that contribute strength,

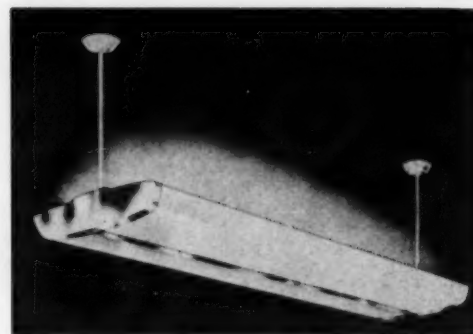


FOR CORRECT POSTURE

durability, and comfort. The plywood desk top, of generous size, is easily adjustable to four positions and is so designed that, when raised, it simultaneously moves forward, increasing the distance between desk and backrest for the larger pupils. A single sturdy, welded tubular steel post with a formed steel V brace provides a rigid support for the desk top. Leg room is ample and there are no uncomfortable sharp corners. Tipping is minimized through the deep fore-and-aft leg spread and balanced construction without in any way affecting the inherently comfortable school posture designed into the chair.

For additional information, write to Norcor Manufacturing Co., Section S.B.J., Green Bay, Wis.

(For Convenience, Circle Index Code 0119)



STANDARDS FOR BEAUTY

40-Foot Luminous-Indirect Luminaire Adapted to Schools

A new 40-foot luminous-indirect luminaire that sets a new standard for beauty and efficiency has just been introduced. The pendant-mounted McKinley is particularly adapted for use in schools, where a unit of low surface brightness is required. The McKinley scores high in lumen output with an over-all efficiency of 76.5 per cent and exceeds the rigid low surface brightness specification of 0.5 foot-candles per square inch below 90 degrees.

For additional information, write to Pittsburgh Reflector Co., 418 Oliver Building, Section S.B.J., Pittsburgh 22, Pa., and request Bulletin 39-1.

(For Convenience, Circle Index Code 0120)

Incombustible Acoustical Tile Product Developed

An incombustible, highly efficient acoustical product called Celotone tile has been announced by the Celotex Corporation. Molded from mineral fibers and special binders, the new tile has deep, irregularly shaped and spaced fissures that provide a texture remarkably similar to that of travertine marble. Shadow patterns created by the fissures cause the appearance of the surface to vary interestingly when viewed from different angles. Applied on ceiling or wall, Celotone tile produces an unusual type of beauty appropriate to traditional as well as modern architecture. Celotone fissured mineral tile provides a high degree of sound absorption. In the 13/16-in. thickness, its noise reduction coefficient is .70 according to Acoustical Materials Association tests conducted by Riverbank laboratories.

For name of local distributor or other information, write to The Celotex Corporation, Section S.B.J., 120 So. LaSalle Street, Chicago 3, Ill.

(For Convenience, Circle Index Code 0121)

(Continued on page 102)

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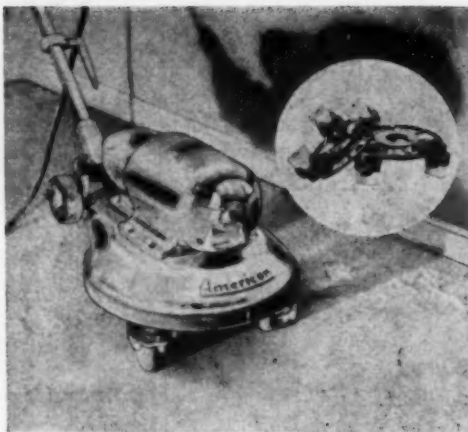
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CONVERTING UNIT

(Continued from page 100)

New Grinding Attachment For Floor Maintenance Machine

A new grinding attachment for use with the popular all-purpose American Deluxe floor maintenance machine is announced by the American Floor Surfacing Machine Co., Toledo, Ohio. The new attachment quickly converts the machine to a powerful and efficient portable floor grinder with ability to refinish, grind, polish, or resurface terrazzo floors; also, it is speedy and efficient for smoothing out rough, uneven concrete or brick surfaces — jobs formerly requiring expensive heavy-duty terrazzo equipment.

For information, write to *American Floor Surfacing Machine Co., Section S.B.J., Toledo, Ohio.*

(For Convenience, Circle Index Code 0122)

New Undercoater Permits Two-Coat-A-Day Painting

A product tailor-made for school administrators bedeviled by present-day costs, is DuPont's new sealer-coater because it makes possible two-coat-a-day painting. In fact, an average size room can be painted continuously until the job is completed since the sealer will be dry for the topcoat by the time the painter has brushed his way around the interior. Conventional primers usually require overnight drying before the finish coat can be applied. Thus, sealer-coater goes a long way toward solving the problem of tying up valuable space and cuts down substantially loss of revenue from rooms "out of service." The product, which dries in 30 minutes to 2 hours, is designed for application to plaster, old painted surfaces, or wallboard. It will not raise wallboard fibers. It is also suitable over interior masonry — concrete block, cement, brick, and the like — as well as wallpaper and water-mixed paints. Brush, spray, or roller-coating may be employed.

For further information write to *Du Pont De Nemours & Co., Section S.B.J., Wilmington, Del.*

(For Convenience, Circle Index Code 0123)

Descriptive Material

► The upkeep of floors, rugs, or carpets is described in a new circular providing complete, up-to-the-minute information about Hild Floor Machines. A copy of the new circular may be obtained by writing *Hild Floor Machine Co., Section S.B.J., 740 West Washington Boulevard, Chicago 6, Ill.*

(For Convenience, Circle Index Code 0124)

► A 32-page, four-color Asphalt Roofing and Siding Catalog has just been issued by *Certain-teed Products corporation, Section S.B.J., Ardmore, Pa.* The new book covers Certain-teed's complete line of asphalt roofing and siding products, and is illustrated with 90 full color pictures which faithfully reproduce Certain-teed's distinctive color blends, pastel blends, two-tone colors, and solid colors.

(For Convenience, Circle Index Code 0125)

► A 24-page catalog presenting all pertinent information on National Art convectors is now available from *The National Radiator Co., Section S.B.J., Johnstown, Pa.*

(For Convenience, Circle Index Code 0126)

► Chaindex, the most compact and adaptable of all visible reference records, is fully described and illustrated in a recently released booklet prepared by *Remington Rand Inc., Section S.B.J., 315 Fourth Avenue, New York 10, N. Y.*

(For Convenience, Circle Index Code 0127)

► Bridging the gap between the problem and the solution of today's complex accounting problems has been made easier and faster with the *Remington Rand Calculating Punch*. This newest of the *Remington Rand Punched Card Accounting Machines* is the subject of a new booklet available as Booklet #TM809 from *Remington Rand, Inc., Section S.B.J., 315 Fourth Avenue, New York 10, N. Y.*

(For Convenience, Circle Index Code 0128)

► A new booklet which tells in simple language many of the results of research and study into the problem of getting adequate daylight into schools is just off the press. "How to Get Nature-Quality Light for School Children" is the title of this booklet available from *Libbey-Owens-Ford Glass Company, Section S.B.J., Nicholas Building, Toledo 3, Ohio.*

(For Convenience, Circle Index Code 0129)

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